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ABSTRACT

A questionnaire on the consultation role of resource teachers was developed and administered to 192 resource teachers, 236 regular education classroom teachers, and 214 principals. The scale incorporated questions on attitudes and competence of resource teachers as well as on potential problems interfering with consultation. In addition, resource teachers and principals estimated the amount of time spent on various school duties, with recommendations for time allocation. Analysis of responses across professional roles revealed small but significant differences in attitudes toward consultation. Attitudes toward consultation tended to be neutral or undecided. Overall, resource teachers were rated as somewhat skilled in consultation tasks. The major problem identified for consultation programs was time for teachers to meet other problems included in inadequate training and lack of administrative support. Resource teachers and principals estimated that 7.5% of the resource teachers' time is allotted to consultation, noting that the time should be increased to 10.5%. Appendices include the questionnaires for the three subject groups, a description of interviews with resource teachers and a description of a prototype workshop on consultation, as well as respondents' comments, demographic information, and numerous tables. (CL)

# THE DEVELOPMENT AND VALIDATION OF AN INSTRUMENT TO ASSESS RESOURCE TEACHERS' KNOWLEDGE, PERCEPTIONS, AND ATTITUDES TOWARD CONSULTATION

Grant # G008001870
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Final Report

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# CHAPTER I

# INTRODUCTION

## Overview

Despite the fact that consultation is a widely recommended role for special education resource teachers, little attention has been paid to that responsibility in the research literature. Specifically, skills needed by consulting resource teachers have not been clearly delineated, and few data are available on educators' views of the consultation role. This project was undertaken to gather information on consultation provided by resource teachers. The data were obtained through the development and evaluation of a consulting skills survey instrument, and were confirmed through interviews with a sample of resource teachers. In addition, in order to determine whether training in consultation is feasible and perceived as valuable by special educators, a workshop on consulting strategies was conducted.

## Rationale

### Definition of Resource Programs

The resource room program has become a widely used model for educating mildly handicapped children in accordance with the least restrictive alternative mandate of P.L. 94-142 (Federal Register, 1977). This model is defined as "any school operation in which a person (usually the resource teacher) has the responsibility of providing supportive educationally related services to children and/or their

teachers" (Wiederholt, Hammill, & Brown, 1978). Thus the phrase "resource room program" encompasses a wide variety of service delivery systems: Some are categorical, for children with a single handicapping condition; some are multi-categorical, serving children of two or more disability groups; and others are itinerant, in which the resource teacher serves more than one school (Wiederholt et al., 1978).

Regardless of the specific character each program takes, certain commonalities unite resource models. For example, all resource programs offer some direct instruction to children with learning handicaps. This direct service is provided to any child, however, for less than half of each school day; the children spend the remainder of their time with a regular education class group. In addition, the resource teacher shares responsibility with the regular class teacher for ensuring that the special child's learning environment is the most appropriate in terms of expectations, materials, and instruction. It is toward improving the way in which resource teachers fulfill the latter responsibility that this research is directed.

The Importance of Consultation

The characteristics of resource programs determine the two major functions of the resource teacher. The first of these is to be a remedial expert. Children who attend resource programs have been identified because they have failed in the educational mainstream; hence, the resource teacher supplements their regular educational program with direct remedial instruction. However, providing handicapped children with an hour or so of assistance in a resource room environment is not

sufficient to ensure that those students will be able to function in the regular classroom for the rest of the instructional day (Childs, 1975; Glavin, Quay, Annesley, & Werry, 1971). If the resource teacher confines his activities to a special education classroom and considers himself primarily a tutor, he is severely limiting his effectiveness (Brown, Kiraly, & McKinnon, 1979).

It is through their second function as consultants that resource teachers assume their full share of responsibility for educating handicapped children. Because they are trained to accommodate a wide range of learning styles, to select and adapt instructional materials, and to manage behavior problems, resource teachers have the expertise to assist regular teachers to adapt their classrooms to provide exceptional learners with an appropriate instructional program. To share this expertise, resource teachers must interact regularly with classroom teachers. Wiederholt (1975) summarized the role as follows: "Because of the shared responsibility in some content areas the resource teacher must be able to efficiently communicate the need for and facilitate change in programming in the regular classroom." The importance of this interaction has been recognized by numerous authors (Hammill & Wiederholt, 1972; Parker, 1975; Wiederholt et al., 1978), and by resource teachers themselves (Knight, 1976; Paroz, Siegenthaler, & Tatum, 1977).

The importance of consultation in resource room programs may also be established by examining the literature on regular educators' perceptions of handicapped students, and their attitudes toward

mainstreaming and special education. For example, Hudson, Graham, and Warner (1979) surveyed regular class teachers about their experiences with mainstreaming. Most of the educators agreed that the presence of handicapped students in their rooms negatively affected their teaching, and that such youngsters are more appropriately educated in self-contained special classes. Others have obtained and reported data indicateing that lack of support services and inadequate communication between regular and special education teachers account for classroom teachers' negative responses to mainstreaming programs (Baker & Gottlieb, 1980; Graham, Burdg, Hudson, & Carpenter, 1980; Speece & Mandell, 1980). These reports suggest that regular educators' expect assistance in dealing with mainstreamed learners; resource teachers, because they are familiar with the learners and are generally building-based, can appropriately provide this assistance through consultation.

Need for Consultation Skills

Because communication between regular class teachers and resource teachers is of primary importance in providing an appropriate educational program for mainstreamed handicapped children, it is necessary that resource teachers possess appropriate consultation skills. Lortie's (1975) sociological study of self-contained classroom teachers provides a rationale for training resource teachers in consulting skills. He found that classroom teachers tend to be insular, that they resent "interference" from "outsiders," and that they are quite protective of their class groups and their instructional methods. Two interpretations of these data seem relevant; first, that resource teachers need skills to overcome the insularity of classroom teachers because coordinated planning for

children cannot occur until there is cooperation between the teachers. In addition, since many resource teachers were once classroom teachers themselves (Bauer, 1975), they should learn effective interaction skills to communicate more easily and productively with other teachers.

Evidence that resource teachers should be trained in appropriate consultation skills is also present in special education literature. Wiederholt et al. (1978) have suggested that such preparation is essential but has long been neglected by university training programs; similar sentiments have been expressed by others (Frankel, 1974; Harris & Mahar, 1975; Lott, Hudak, & Scheetz, 1975). A pilot study conducted in central Indiana (Friend, 1979) confirmed the fact that resource teachers have not been trained in consultation. On a survey instrument designed to measure their perceptions of their role responsibilities, respondents indicated that consultation activities are a very important aspect of the resource teaching job, but that they generally received little or no training in consultation skills.

Consultation Skills

The lack of training in consultation typically reported by resource teachers' and the paucity of information about resource teachers' consulting activities may account for the ambiguity which seems to surround the consultation role. Another reason may be the lack of a precise definition of consultation. For this project, consultation was defined as the set of activities in which resource teachers and regular classroom teachers engage as part of a constructive, problem-solving process whose beneficiary is a handicapped student for whom the teachers share responsibility.

The definition just presented suggests the skills which resource teachers should possess in order to consult effectively. These skills fall into the general categories of problem-solving and competencies in interpersonal communication.

Problem-solving strategies have been clearly identified in counseling and school psychology literature, and generally involve identifying the problem, generating alternative solutions, choosing and implementing a solution, evaluating the effectiveness of the chosen course of action, and either terminating the problem-solving activity or recycling through the process to achieve more satisfactory results (Allen, Chinsky, Larcen, Lochman, & Selinger, 1976; Kurpius & Brubaker, 1976; Schmuck, Runkel, Arends, & Arends, 1977). Each of these steps is directly applicable to the resource teacher's role. Table 1 provides a description of the consulting activities resource teachers might complete with regular education classroom teachers when progressing through the stages of problem-solving.

The second group of skills, which includes interpersonal communication, forms an overlay for all other aspects of consultation. These skills include developing awareness of one's own strengths and weaknesses, and biases (Long, 1978; Schmuck et al., 1978); establishing accurate perceptions of others and acquiring the ability to demonstrate receptivity to others' ideas (Day, 1977; Long, 1978; McCroskey, Larson, & Knapp, 1971; Schmuck et al., 1977); attentive listening (Schmuck et al., 1977); paraphrasing to provide feedback (Long, 1978); and using nonverbal communication to convey meaning (McCroskey et al., 1971). These

Table 1:
Problem-Solving for Resource Teachers

| Problem-Solving Step | Resource Teacher Activities and Responsibilities |
|---|---|
| Problem-formulation | Clearly identifying the problem; probing to discover the problem-not just the symptoms; asking for specific examples of the problem |
| Producing alternative solutions | Using expertise to make suggestions; encouraging teacher input; brainstorming; preventing evaluative comments on strategies; recording the alternatives |
| Forecasting consequences | Encouraging specification of potential positive and negative outcomes of proposed solutions; returning to problem-formulation, if needed. |
| Action planning | Cooperatively outlining a specific course of action and to determine how to evaluate the outcome; ensuring that responsibilities are assigned and clarified |
| Taking action steps | Fulfilling own obligations in the plan; monitoring teacher and others involved to determine if plan is being implemented as agreed |
| Evaluating outcomes | In cooperation with the regular class teacher, applying the criteria established earlier to evaluate the outcome; if successful, planning for maintenance of the results; if unsuccessful, encouraging the regular class teacher to begin the problem-solving again |

Note: This description constitutes an application to resource teaching of the model proposed by Schein (1969).

components of interpersonal communication are essential skills for resource teachers, and resource teacher competence in each would facilitate their professional interpersonal contacts with regular education classroom teachers.

Summary

The information available in the special education literature indicates that consultation is generally recognized as an important responsibility for resource teachers. It is also apparent, however, that few data exist through which to clearly describe appropriate consulting activities for resource teachers, or to identify regular and special educators' perceptions of resource teachers' skill in those activities.

This project was undertaken to gather data on the resource teacher's consultation role through the development and validation of a survey instrument, interviews, and a prototype workshop on consulting strategies.

## Objectives and Research Questions

To accomplish the general goal of this project to obtain valid and reliable information from practitioners on the consultation role of the resource teacher, the following three major objectives were identified and met:

1.0. To design a questionnaire which measures the extent to which resource teachers possess information about consultation techniques, and their attitudes and perceptions about their role as consultants.

Since it was recognized early in the project that the perceptions of regular education teachers and principals are also essential in describing resource teacher consultation, the above objective was

revised to include these groups of practitioners as well as resource teachers. Thus, three parallel forms of the consultation survey were developed.

2.0. To establish the validity and reliability of the survey instrument through expert appraisal and an extensive field test.

3.0. To obtain preliminary data about whether resource teachers' knowledge about consulting strategies and perceptions of their own consulting role are amenable to change through inservice training by conducting a workshop on consultation strategies for a group of special educators.

In addition to meeting the above objectives, several research questions were addressed during the field test phase of the project. The research questions were as follows:

1. What are the expressed attitudes of resource teachers, regular classroom teachers, and principals toward the consultation component of resource teaching? Are there differences in attitude among the educators within any of the three groups based on their educational training, the length of their educational service, or the type of school system in which they teach?

2. Are there significant differences among the three groups of educators in their expressed attitudes toward the consultation responsibilities of resource teachers?

3. Which consulting skills do resource teachers, regular classroom teachers, and principals perceive as necessary for the resource teacher's job? Are there differences in perceptions among the educators

within any of the three groups based on their experiences with resource room programs, the nature of their educational training, the length of their educational service, or the type of school system in which they teach?

4. Are there significant differences among the three groups of educators in the skills perceived as necessary for resource teacher consultation?

5. How skillful do resource teachers perceive themselves to be in the area of consultation? Are there differences among resource teachers based on their experiences with resource room programs, the nature of their educational training, the types of educational positions which they have held, or the type of school system in which they teach?

6. How skillful do regular classroom teachers and principals perceive resource teachers to be in the area of consultation? Are there differences within either group of educators based on their experiences with resource room programs, the nature of their educational training, the length of their educational service, or the type of school system in which they teach?

7. Are there significant differences among the perceptions of the three groups of educators of the resource teacher's competency in consultation skills?

8. What factors do resource teachers, regular classroom teachers, and principals perceive as hindrances to consultation for resource teachers?

9. Are there significant differences in the preceptions of the three groups of educators of the hindrances to consultation for resource teachers?

10. In what proportions do resource teachers and principals estimate that resource teachers allot their time in school among various instructional and consultative duties: How would each group allot resource teacher time if given the opportunity to design an ideal resource room program?

11. Are there significant differences between resource teachers' and principals' estimations of actual and ideal time allotment for instructional and consultative duties?

## Summary of Presentation

The remainder of this report describes in detail the activities completed during this project, and presents the data collected and analyzed through its activities. The first objective and all the research questions are addressed in Chapters II, III, IV, and V. Appendix F describes the procedures used to interview a sample of resource teachers, and the results obtained from the interviews. This material addresses the project's second objective. Appendix G describes the activities and results of the consultation workshop, thus addressing the third objective.

# CHAPTER II

## METHOD

The purpose of this chapter is to describe the procedures utilized to investigate the consultation role of the resource teacher. A questionnaire was developed to assess resource teachers', regular education classroom teachers', and principals' attitude toward the consultation role, and their perception of the skills needed by resource teachers acting as consultants. The instrument was distributed to educators in several urban and rural school systems in Indiana. The responses obtained were used to construct scales for the attitude section of the questionnaire, and appropriate statistical tests were then employed to determine whether differences in attitude and perception existed within any of the three groups of educators, or among these professional groups.

### Instrument Development

In order to collect the data needed to address the questions posed in this study, a paper-and-pencil questionnaire was developed. First, a prototype instrument was designed. This questionnaire was evaluated and field-tested, and was revised on the basis of data collected through those procedures. In its final form, three parallel versions of the questionnaire were utilized, one each for resource teachers, regular education classroom teachers, and principals.

Prototype Instrument

Three factors influenced the decision to utilize a paper-and-pencil instrument. First, participation by a relatively large group of educators from geographically diverse areas of Indiana was sought, and this type of measure was selected as an efficient and economical means through which to reach a large number of individuals. Second, a flexible procedure was preferred so that participating school districts' stipulation that the research procedure not disrupt school routine could be accommodated. The questionnarie could be left at schools for completion at administrative discretion and at respondent convenience. Finally, since the participation of educators in this project was voluntary, an instrument was favored which would make as few demands as possible on respondents so as to increase the likelihood of their completing it.

The survey instrument, Questionnaire on Interactions Between Resource Teachers and Regular Class Teachers, was designed to obtain information on respondents' educational and teaching backgrounds, on their attitudes toward the consultation role of the resource teacher, on their perception of the skills needed by consulting resource teachers, and on the level of consulting skill resource teachers possess. Three forms of the questionnaire (a form for each group of educators) were developed so that instructions and the wording of items were appropriate for each professional group. The instruments included the following sections which are described in the paragraphs below: Background information; problem factors to consultation; attitude toward

resource teacher consultation; resource teaching skills; and open-response comments.

Background information. This section requested respondents to provide information about their professional preparation and experiences as educators. Items in this section varied considerably among the three forms of the questionnaire since the information needed from each group was fairly specific to that group.

Several items concerned the educators' present and past professional roles and assignments. All groups indicated the level of school to which they were assigned at the time of the study, and the number of years which they had been in their professional role (i.e., resource teacher, regular education classroom teacher, or principal). In addition, regular class teachers and principals indicated the number of years for which they had had contact with resource room programs. Finally, resource teachers and principals noted other positions they had held in education. Resource teachers described their regular education experience (if any) in terms of level taught and years of experience, and principals noted the total length of their educational service.

Other items in this section concerned professional training. Resource teachers and regular class teachers indicated the highest degree they held in education. Regular class teachers and principals noted whether they possessed special education teaching certification in any category of exceptionality. Resource teachers were asked how

they had been trained to fulfill the consultant responsibilities of their job and how extensive that training had been.

Another group of background information items asked respondents about special education students for whom they were responsible. Principals noted the number of mainstreamed students attending their schools, and regular class teachers indicated how many mainstreamed students were enrolled in their classes. Resource teachers were asked the number of children in their total caseloads as well as the number of pupils with whom they worked each day.

A final set of items in this section dealt with resource teacher time utilization. Resource teachers and principals indicated the percentage of school time resource teachers allocated to various duties and the percentage of time they felt should be assigned to those duties.

Problem factors to consultation. For this section of the survey, all three forms were identical. Slight modifications of the directions were made so that each group of educators was properly addressed. On the basis of a review of literature on resource teaching, six factors were identified which were often cited as hindrances to resource teacher consultation. These were included in the survey to obtain educators' perception of their seriousness. The problem factors included lack of resource teacher time to consult; lack of regular class teacher time to consult; regular class teacher resistance to consultative efforts; resource teacher reluctance to consult because of a lack of preparation for this role; resource teacher unwillingness

to accept consulting as a role responsibility; and lack of support for consultation from school administration. Respondents were able to add to this list by the inclusion of an "other" option which was the seventh item in this section. Each problem factor was rated on a 3-point scale as a major problem, somewhat of a problem, or little or no problem.

Attitudes toward resource teacher consultation. Although instructions were worded appropriately for each group of educators, all participants responded to the same statements reflecting positive and negative attitudes toward resource teacher consultation. These statements were developed on the basis of a review of literature on resource teaching and a preliminary investigation of the roles and responsibilities of resource teachers (Friend, Note 1); through these procedures various aspects and outcomes of resource teacher consultation which may contribute to educators' attitude toward that role were identified. A pool of 40 items was generated which dealt with the feasibility and desirability of consultation from the perspectives of resource teachers, regular classroom teachers, and school administrators. Respondents indicated on a 5-point Likert-type scale whether they strongly agreed, agreed, were undecided, disagreed or strongly disagreed with each of the statements.

Resource teaching skills. Items in this section were identical for all respondent groups; directions varied slightly so as to be appropriate for each professional role. The items consisted of brief descriptions of activities in which consulting resource

teachers might engage or skills which they might possess. Seventeen items were developed. These were based on content gleaned from reviews of the literature on resource teaching and on consultation in counseling and school psychology, and were worded using behavioral terms to the greatest extent possible.

All respondents were asked to complete two rating scales for each item. First, they were to indicate on a 4-point scale whether each skill had little, limited, moderate, or much importance for the resource teacher's job. On the second scale, a 4-point rating was used by regular class teachers and principals to rate the competence of the resource teacher in each skill or activity, while the resource teachers rated themselves in the same manner.

Comments. Although a forced-choice format was generally used, respondents were encouraged to write any further comments they wished to make about the roles and duties of resource teachers on the final page of the instrument. These comments were not directly analyzed in this investigation. They are presented, however, in Appendix A.

Field Test

Draft versions of the survey instrument were revised several times before the prototype questionnaire was prepared and distributed to faculty members in the special education, regular education, school administration, and psychology departments of Indiana University, and to advanced graduate students in special education, regular

education, and school administration. Each reviewer was asked to make comments and suggestions for improving the questionnaire.

A pilot study was also conducted. A total of 155 educators enrolled in graduate level classes in special education, regular education, or school administration at two campuses of Indiana University completed the questionnaire. In addition to completing the items, they were asked to indicate items which were ambiguous, and to offer alternative suggestions for refining the instrument.

Revised Instrument

The response data from the pilot study were analyzed using a factor analysis (principal components method, orthogonal rotation). Information from that analysis and the input from faculty members and student reviewers were utilized to make several revisions to the questionnaire. The 40-item attitude section was reduced to 20 items by eliminating or revising ambiguous and redundant items. In addition, the scales in the resource teaching skills section were altered. The 4-point rating scale of the importance of each consulting skill or activity was simplified; respondents were asked to indicate on a yes-no scale whether each skill was needed by resource teachers. The second scale, assessing educators' perception of resource teacher competence in the consultation activities, was changed to a 5-point Likert-type scale in which respondents were asked to indicate whether resource teachers possessed little skill, little or some skill, some skill, some or much skill, or much skill in each of the 17 consultation activities. Finally, the overall

format of the instrument was simplified. Copies of each form (resource teacher, regular education classroom teacher, and principal) of the final version of the questionnaire may be found in Appendix B.

## Sample Description

The questionnaires were distributed to educators in eight local education agencies (LEA's) in northern, central, and southern Indiana. This sample may be described on the basis of the school districts which participated, the levels of school represented in each school district, and the professional roles of the respondents.

### School Districts

Because this investigation was concerned in part with whether attitude toward and perception of resource teacher consultation differ as a function of size and location of school system and history of resource room programs, LEA's were selected to represent a both urban and rural, large and small, relatively new and long-established resource room programs. The characteristics of these LEA's are summarized in Table 2.

Within each participating school district, all resource teachers and all principals in buildings housing resource rooms were asked to complete the questionnaire. In addition, a questionnaire was distributed to one regular class teacher for each resource teacher, or in cases where a resource teacher worked in more than one school, to one regular class teacher for each building served by a resource teacher. Overall, 642 surveys were distributed; 560 of these were returned for

Table 2

Summary of LEA Characteristics

| LEA | Type | Location in Indiana | Approx. Total Enrollment/No. of School Systems | Date Resource Program Began | Exceptionalities Served |
|---|---|---|---|---|---|
| 01 | Metrop. | Central | 63,000 | 1971 | MMH, LD, EH |
| 02 | Metrop. | Northern | 15,000 | 1965 | MMH, LD, EH, HI, VI, PH |
| 03 | Metrop. | Southern | 11,400 | 1971 | MMH, LD, EH |
| 04 | Metrop. | Central | 11,700 | 1969 | LD |
| 05 | Co-op. | Southern | 6 systems | 1973 | MMH, LD, EH |
| 06 | Co-op. | Southern | 9 systems | 1974 | MMH, LD, EH |
| 07 | Co-op. | Central | 7 systems | 1976 | MMH,LD |
| 08 | Co-op. | Central | 5 systems | 1976 | MMH, LD, EH |

Note. MMH=mildly mentally handicapped; LD=learning disabled; EH=emotionally handicapped or behavior disordered; HI=hearing impaired; VI=visually impaired; PH=physically handicapped.

a response rate of 87.2%. The sample of respondents is described more fully in Table 3. It should be noted that the data obtained from LEA 02 was excluded from analysis in this investigation because of that district's comparatively low response rate.

School Levels

While an effort was made to obtain data from elementary, middle schools/junior highs, and high schools, the relative scarcity of resource room programs at the secondary level resulted in a sample which is dominated by elementary school programs. Overall, approximately 71% of all respondents were assigned to elementary schools, 18% worked in middle schools or junior high schools, and 11% taught in high schools. It should be noted, too, that it is not unusual for resource teachers, especially in rural areas, to serve more than one level of school. In fact, a total of 36 resource teachers (24% of the total sample in that role) served two or more levels of school. A more complete description of all respondents by role, school level, and LEA is included in Table 1 in Appendix C.

Professional Roles

The individuals targeted for this study were the adults on whom the consulting role of the resource teacher would have the most immediate impact: resource teachers, regular education classroom teachers, and principals in buildings housing such programs. The decision to include all resource teachers and principals in resource room program schools was based on the need to secure a relatively

Table 3
Summary of Sample by School District

| LEA Characteristics | Respondent Characteristics | | | | | Surveys Returned | |
|---|---|---|---|---|---|---|---|
| LEA | No. of Schools in Study | No. of Resource Teachers | No. of Reg. Ed. Teachers | No. of Principals | Total Sample | No. | Rate (%) |
| 01 | 95 | 81 | 95 | 94 | 270 | 240 | 88.9 |
| 02[a] | 19 | 19 | 19 | 19 | 57 | 28 | 49.1 |
| 03 | 9 | 11 | 11 | 8 | 30 | 28 | 93.3 |
| 04 | 16 | 12 | 21 | 16 | 49 | 44 | 89.8 |
| 05 | 28 | 30 | 31 | 28 | 89 | 76 | 85.4 |
| 06 | 8 | 17 | 17 | 8 | 42 | 41 | 97.6 |
| 07 | 20 | 7 | 20 | 19 | 46 | 44 | 95.7 |
| 08 | 22 | 15 | 22 | 22 | 59 | 59 | 100 |
| TOTALS | 199 | 192 | 236 | 214 | 642 | 560 | 87.2 |

[a]Because of the relatively low response rate, LEA 02 was excluded from all data analyses. If not considered in this tally of respondents, corrected totals for number in total sample, number of surveys returned, and rate of return are 585, 532, and 90.9% respectively.

large sample from a population of educators rather thinly distributed among school districts. Conversely, only one regular education classroom teacher per resource teacher or building was asked to participate in order to avoid overrepresenting that group of educators in this investigation.

The following procedure was used to obtain the sample of regular classroom teachers: For each individual school site, a regular class teacher was selected according to three criteria. First, a grade level was specified; this was accomplished by assigning levels sequentially (i.e., the first school on the list supplied by LEA 01 was assigned grade one, the second was assigned grade two, etc.) to all schools within each level (elementary, middle school, high school) on all school lists. Second, in order to avoid any bias which might result if principals were merely asked to distribute the questionnaires to teachers in a particular grade level, a table of random numbers was used to specify for each grade level already determined whether the questionnaire would be given to the first teacher alphabetically or the last teacher alphabetically in that grade. Again, this procedure began with the first school on the personnel list supplied by LEA 01 and continued in sequence through all schools on all LEA-supplied personnel lists. Finally, it was stipulated that the teacher should have shared a pupil with the resource teacher at some time. If this last criterion was not met, principals were provided with an alternative teacher designation derived by repeating the procedure just outlined. If the teacher designated as the alternative

did not meet the final criterion, principals were instructed to distribute that survey at their discretion.

The total sample for the study comprised 192 resource teachers (30% of all respondents), 236 regular education classroom teachers (37% of all respondents), and 214 principals (33% of all respondents). Further description of the total sample and of each group of educators in the sample may be found in Table 1 in Appendix C and in the demographic information summaries in Appendix D.

## Data Collection Procedures

### Sample Identification

Once the sample was defined, directors of special education in representative LEA's were contacted by telephone during winter 1981. The investigator presented a general outline of the research project, and when interest was expressed, descriptive information about the study as well as the prototype questionnaire were forwarded to these individuals. All of the directors who were contacted agreed to having their districts cooperate in the study, although each was explicit in explaining that participation by individual educators was voluntary. They also expedited the obtaining of permission needed from the individual school corporations for the investigator to contact the necessary school level personnel. The directors provided lists of schools, principals, and resource teacher assignments so that packets of survey materials could be prepared. Finally, through telephone or in-person interviews, the special education directors supplied information on the development and operation of the resource room programs in their respective districts.

Preparation of Survey Materials

After the needed permissions were obtained, the personnel lists provided by the directors of special education were used to prepare packets of survey materials for each school building. The packets included a cover letter to the principal which explained the project and included instructions for the distribution of the surveys. They also contained one questionnaire for each identified respondent in that school. Resource teachers serving more than one building received their questionnaires in their "home" schools. If a home school designation was not available, they received them at the first school which they were listed as serving according to the LEA-supplied personnel lists. In schools where more than one resource teacher worked, packets included questionnaires for each resource teacher, for the same number of regular class teachers, and for the principal. (For example, a building served by three resource teachers would receive seven questionnaires: three for resource teachers, three for regular class teachers, and one for the principal.)

Each survey was assigned a 5-digit identification code which included the LEA number, the school number, a position number (resource teacher=1; regular class teacher=2; principal=3), and a number indicating whether there was more than one educator in the designated position in that school. This identification code was used to account for surveys as they were returned, and to facilitate sorting the surveys during data analysis.

Data Collection Procedures

Distribution of the survey materials was arranged to accommodate the preferences of the participating school districts and to maximize response rate, while also taking into account logistics. All packets of questionnaires for LEA 01, LEA 03, LEA 04, LEA 07, LEA 08, and part of LEA 05 were hand-delivered to the participating schools. Verbal instructions were given to the principals or their representatives to supplement those contained in the cover letters, and the surveys were collected one week later during a second visit to the individual school sites. Stamped, addressed envelopes were left at the schools for surveys not returned on the collection date, and follow-up telephone calls were made to principals approximately three weeks after the initial collection attempt if the surveys had not yet been returned. In LEA 02, LEA 06, and part of LEA 05, the packets of surveys and a somewhat more detailed cover letter to the principal were mailed, and a stamped, addressed envelope in which to return the surveys was included. The cover letter requested that surveys be mailed back to the investigator within 10 days; if they had not been returned within one month, a follow-up telephone call was made to the principal to encourage participation.

All data collection was completed during spring, 1981, and master tally sheets were maintained throughout this period to facilitate the management of this process.

Data Entry

Templates were constructed for each page of each form of the questionnaire so that individuals' responses could be entered directly

from the surveys into the database created for this project.[1] One coder and the investigator entered the data in this manner, and the entire raw data file was then checked by the investigator for accuracy by comparing it to the questionnaires themselves.

## Scale Construction

### Attitude Section: Factors and Reliabilities

Data obtained during the pilot study using the questionnaire had indicated the presence of several factors on the attitude section of the instrument. For this reason, before other data analyses were undertaken, all responses to the 20 items in that section were entered into a principal components factor analysis with varimax rotation. A 5-factor solution emerged in which four factors accounted for 93.7% of the common variance and 46% of the total variance. Scales were constructed using unit weights; items were included on the scale on which they loaded most heavily, with the minimum criterion for inclusion set at .3000. One exception was made to this procedure. Attitude Item 18 had a somewhat higher loading on the first factor than on the third; it was included in the latter, however, since its exclusion from the first scale made little difference in that scale's reliability, while its inclusion in the third improved that scale's reliability considerably. Table 4 presents the constructed scales, their factor loadings, and their reliabilities.

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[1] The database for this investigation was created on the PRIME 750 computer using the Scientific Information Retrieval (SIR) program (Robinson, Anderson, Cohen, Gazdzik, Karpel, Miller & Stein, 1980). More information on the computer facilities used may be found in Appendix E.

Table 4

Attitude Factors and Scale Reliability

| Attitude Item No. | Factor Loadings: Student Impact | RGT Responsiveness | Consequences | Feasibility |
|---|---|---|---|---|
| 1 | .460 | | | |
| 2 | | .729 | | |
| 3 | | | .429 | |
| 4 | | | | .477 |
| 5 | .737 | | | |
| 6 | .721 | | | |
| 7 | | | | |
| 8 | | .671 | | |
| 9 | .383 | | | |
| 10 | | | | |
| 11 | | | .448 | |
| 12 | | | | .582 |
| 13 | | | | |
| 14 | | | .351 | |
| 15 | .524 | | | |
| 16 | | | | .462 |
| 17 | | | .516 | |
| 18 | | | .399 | |
| 19 | | .618 | | |
| 20 | | | | .337 |
| Alpha | .717 | .736 | .613 | .567 |
| No. of Items | 5 | 3 | 5 | 4 |
| % of Common Variance Explained | 52.4 | 20.9 | 10.6 | 7.6 |

The first scale included five items which presented potential outcomes for students as a result of resource teacher/regular classroom teacher interactions. It is referred to in the remainder of this study as Student Impact (alpha = .717). The second scale included three items, all concerned with the regular education teacher's responsiveness to resource teacher consultation efforts. It was labeled Regular Class Teacher (RCT) Responsiveness (alpha = .736). The third scale comprised five items; these pertained to possible outcomes or consequences of resource teacher consultation for both regular educators and special educators. This scale was labeled Consequences (alpha = .613). The fourth scale, labeled Feasibility, comprised four items which were related to constraints which might hinder consultation, or factors which might facilitate it. The alpha for this scale equaled .567. Table 5 presents the items included in each factor.

The scales identified through this factor analysis were treated as dependent variables in analyses of differences within and among the groups of educators. Individuals' scores on each scale were calculated by summing their responses to each item included in the scale, taking into account the need to reverse scoring on several of the items (see Reversing Scaling section later in this chapter).

Competence Section: Factors and Reliabilities

The second scale of the resource teaching skill section of the questionnaire was also entered into a principal components factor analysis with varimax rotation, and a 1-factor solution accounted for 100% of the common variance and 48% of the total variance.

Table 5

Items Defining Factors on Attitude Scale

| | |
|---|---|
| **Factor 1:** | **Impact of Consultation on Students (Student Impact)** |
| Item 1 | Consultation should be an essential complement to the instructional component of the resource teacher's job. |
| 5 | If regular class teachers and resource teachers interacted on a regular basis, mainstreamed students could more easily be able to apply skills learned in the resource room to their regular class work. |
| 6 | By sharing their understanding of handicapped students, resource teachers and regular class teachers could better plan strategies to work with them. |
| 9 | Since they share responsibility with regular class teachers for students' educational programs, resource teachers are the best people to consult with regular class teachers. |
| 15 | By consulting with resource teachers, regular class teachers would learn strategies valuable for dealing with many pupils in addition to those identified as handicapped. |
| **Factor 2:** | **Regular Class Teacher Responsiveness to Consultation (RCT Responsiveness)** |
| Item 2 | Regular class teachers are eager to receive assistance from resource teachers in working with their mainstreamed learners. |
| 8 | Regular class teachers are generally unresponsive to resource teachers' attempts to consult with them. |
| 19 | Class teachers prefer that resource teachers not try to consult with them. |
| **Factor 3:** | **Consequences of Consultation (Consequences)** |
| Item 3 | Both regular class teachers and resource teachers already have well defined roles, and consultation attempts would only confuse matters. |
| 11 | A consulting resource teacher would have the effect of undermining regular class teachers' authority with their mainstreamed pupils. |
| 14 | If they consulted with regular class teachers, the resource teacher's job would eventually be eliminated. |

Table 5 (continued)

| | |
|---|---|
| Item 17 | Resource teachers are the most help to regular class teachers when they schedule mainstreamed learners into the resource room for as much of their academic instruction as possible. |
| 18 | Consultation between regular class teachers and resource teachers would not make much difference in handicapped students' education. |
| Factor 4: | Feasibility of Consultation (Feasibility) |
| Item 4 | School administration is supportive of regular class teachers' and resource teachers' efforts to consult with each other. |
| 12 | Contact between resource teachers and regular class teachers is often haphazard and ineffective. |
| 16 | Resource teachers generally lack understanding of the problems which face regular class teachers who teach mainstreamed pupils. |
| 20 | Resource teachers wish to provide assistance to regular class teachers in dealing with mainstreamed learners. |

The alpha for the scale as a whole was equal to .907. The factor loadings for this scale are presented in Table 2 in Appendix C. Analyses related to this scale were completed both by summing the responses to all items to represent a total score, and by examining individual items.

## Data Analysis

### Within Role Comparisons

One-way ANOVA. A one-way ANOVA was employed to examine whether differences existed within each group of educators on the variables identified in the research questions outlined in Chapter I. For example, resource teachers were categorized on the basis of the length of their resource teaching experience, and the responses of the four resulting groups composed the database for a one-way ANOVA. Similar procedures were used to examine the responses of the resource teachers based on the school system in which they taught, and on the amount of consultation training they reported having had. The responses of regular education classroom teachers were examined on the basis of the length of their teaching career, the school systems in which they taught, and the length of their contact with resource room programs. Finally, the responses of principals were analyzed on the basis of their total years of educational service, their school systems, and the length of their contact with resource room programs. Post-hoc analyses to determine the nature of the differences among the subgroups just outlined were completed using the Scheffé procedure.

T-test. T-tests were also employed to examine whether certain groups within each professional role differed significantly from one another. For resource teachers, this test was utilized after categorizing them as either having had regular education classroom teaching experience or not. For regular education classroom teachers and for principals, t-tests were employed after the groups were categorized as either possessing special education teaching certification in one or more areas of exceptionality or not. In addition, within all professional roles individuals were classified as working in a metropolitan or a non-metropolitan school district, and t-tests were then used to examine the resulting groups.

Correlated t-test. This test was used to examine resource teachers' and principals' responses to items concerning resource teacher time allottment. Differences between resource teachers' actual and ideal time estimates, and between principals' actual and ideal time estimates were analyzed using this procedure.

Among Role Comparisons

Sample re-definition. Although the data from all respondents were included in the analyses outlined above, for analyses which involved the testing for differences among the groups of educators, a re-definition of the sample was necessary for two reasons. First, since responses of individuals within schools could not be presumed to be independent, data for among-group comparisons were treated as correlated. This necessitated identifying groups of matched

respondents. Second, in order to avoid overrepresentation or underrepresentation of any school site in the sample for these analyses, only one set of respondents was chosen for inclusion from any school, regardless of the total number of respondents in each professional role in the school.

A series of decision rules was employed to accomplish the redefinition of the sample. For analyses involving all three groups of professionals, the essential components of the rules were these: 1) only complete sets of data (triads of respondents, one from each professional role) were retained for analysis; and 2) any single school was represented only once in any analysis. These same rules were also applied for analyses involving only resource teachers and principals. However, because this latter set of analyses dealt with the educators' estimates of actual and ideal time allotments (in percentages) for various resource teacher duties, rules were also established to handle the data when the time estimates did not approximate 100%. Details of all decision rules may be found in Appendix E.

By using the decision rules, 126 triads consisting of one resource teacher, one regular education classroom teacher, and one principal were identified. Comparisons among professional roles included only these data. A total of 120 pairs consisting of one resource teacher and one principal were identified for the analyses of time estimates.

Repeated Measures ANOVA. The school was considered the unit of analysis in comparisons among the professional roles. In this way, the potential influence of that factor on individuals' attitudes toward and perceptions of resource teacher consultation could be controlled. Professional role was the repeated measure.

Repeated measures ANOVA was utilized to examine differences among the groups of educators on each scale and on each item in the attitude section, and on the competence scale and on each item in the competence portion of the resource teaching skill section of the questionnaire. It was also employed to analyze the groups' responses on possible hindrances to resource teacher consultation.

Correlated t-tests. As in the analyses just described, the school was the unit of analysis for examination of differences between resource teachers' and principals' estimates of actual and ideal resource teacher time allocation. Differences between the professionals' estimates of actual time spent on instruction, consultation, preparation, assessment, parent and case conferences, and other duties were analyzed. Differences between their estimates of the ideal time required for the same responsibilities were also examined.

Other Procedures

Treatment of missing data. A total of 12 of the returned questionnaires were judged to be so incomplete as to be of little use in data analysis. These were discarded.

In all analyses, missing data were dealt with so as to maximize the use of all available data. Where possible, a survey was excluded from an analysis only when the variables being examined in that analysis were missing. The slight variation that this caused in the sample for each analysis was judged to be inconsequential, given the overall size of the sample in this investigation.

Reversing scaling. The scaling of items in the attitude section of the questionnaire was reversed in a 2-part procedure. First, it was necessary to reverse the direction of the scoring on ten items which had been identified a priori as indicating negative attitudes toward consultation. This change was made for Items 3, 7, 8, 11, 13, 14, 16, 17, 18 and 19. The result of the process was that a higher score on an item indicated a more negative attitude. Because interpretation of the results would be facilitated by adhering to the convention of assigning a higher value to more positive attitudes, the entire scale was next reversed for all data analyses. In the attitude section's final form, then, a response of 1 (strongly disagree) indicated the most negative attitude, and a response of 5 (strongly agree) indicated the most positive.

Other data analysis. Results of the pilot study indicated that insufficient variance existed among responses to the first resource teaching skill scale which asked whether each listed skill was needed by resource teachers. For that reason, descriptive statistics were used in the examination and interpretation of data obtained from

that scale. For the same reason, a descriptive presentation was judged appropriate for each professional role's rating of potential problem factors in consultation.

# CHAPTER III

## RESULTS

This chapter will present the results of the data collected and analyzed to study the consultation component of resource teaching. The data will be presented by topic, including attitude toward resource teacher consultation; skills needed by consulting resource teachers; resource teacher consultation competence; problem factors in consultation; and resource teacher time allocation.

### Attitude Toward Resource Teacher Consultation

It was noted in Chapter II that a factor analysis of the data obtained from the attitude section of the questionnaire resulted in the identification of four factors. The scales defined by these factors were named as follows: Impact of Consultation on Students (Student Impact); Regular Class Teacher Responsiveness to Consultation (RCT Responsiveness); Consequences of Consultation (Consequences); and Feasibility of Consultation (Feasibility). The items included in each scale were presented in Table 5. Each of the attitude scales and the 20 individual attitude items were utilized to examine educators' attitudes toward resource teacher consultation. First, Research Question 1 was addressed. It asked whether differences in attitude exist among educators within each professional role when the educators are grouped by school district, length of contact

with resource room programs, length of educational service, or type of professional training or experiences. Resource teachers, regular class teachers, and principals were grouped within role on the selected variables and their responses were analyzed accordingly. Next, Research Question 2 was addressed: Are there differences in attitude toward consultation among professional roles? Resource teachers', regular class teachers', and principals' mean responses were compared to obtain this information. In all analyses significance was established as $p < .01$.

Attitude Among Resource Teachers

Resource teachers' responses to the attitude scales and items were grouped for analysis on four variables: school district; length of resource teaching experience; amount of consultation training received; and presence or absence of regular education teaching experience.

School district. One-way ANOVA was employed to analyze resource teachers' responses on the basis of the school districts represented. No significant differences were found among the resulting seven groups on any attitude variable.

Next, the seven school districts were designated as either metropolitan (LEA's 01, 03, and 04) or non-metropolitan (LEA's 05, 06, 07 and 08). It should be noted that this classification method also divided the districts on the age of the resource room programs (metropolitan districts having older programs), and on size of school district (metropolitan districts being larger in number of pupils enrolled).

T-tests were employed to compare the mean responses of the metropolitan (N=90) and non-metropolitan (N=60) groups. No significant differences were found between the groups, although significance was approached ($t(148)=2.40; p < .017$) on Item 7. This item concerned finding time in resource teachers' schedules for consultation. The metropolitan group responded more favorably to it (M=2.52) than the non-metropolitan group (M=2.03). A summary of these analyses is presented in Table 3 in Appendix C.

Resource teaching experience. Four groups were formed to analyze differences in resource teachers' attitudes by teaching experience. These were (a) one year or less (N=33); (b) two to five years (N=79), (c) six to 10 years (N=31), and (d) more than 10 years (N=5). One-way ANOVA identified a significant difference ($F(3,144)= 4.37; p < .006$) among these groups on Item 7, time available in resource teacher schedules for consultation. The Scheffé procedure indicated that resource teachers with one year or less of experience were significantly different ($p < .01$) from those with two to five years' experience, the latter group expressing a less favorable response to that item (M=2.10) than the former (M=2.97). Statistical significance was approached ($F(3,141)=3.36; p < .021$) on Item 20. This item concerned resource teachers' willingness to provide assistance to regular class teachers. The Scheffé procedure indicated that the least experienced resource teachers' responses (M=4.34) were significantly more favorable ($p < .05$) than those of the most

experienced teachers ($M$=3.40). No other significant differences were found among resource teachers on the basis of their teaching experience. These results are summarized in Table 4 in Appendix C.

Amount of consultation training. For this analysis, resource teachers were grouped on the basis of their consultation training, the six categories being (a) no training; (b) one to five hours of training; (c) six to 10 hours; (d) 11 to 15 hours; (e) 16 to 20 hours; and (f) more than 20 hours of training. Table 5 in Appendix C summarizes the results of the one-way ANOVA completed on these groups, and indicates that no statistically significant differences existed among the resource teacher groups on any attitude variable.

Regular education experience. Resource teachers were categorized as having or not having regular education teaching experience ($N$=37 and $N$=113, respectively), and their attitude responses were then analyzed using $t$-tests.

Although none of the differences between the groups were significant at the .01 level, the summary of these analyses in Table 6 indicates that several differences existed that approached this level ($.01 < p < .05$). Resource teachers with regular education teaching experience responded more favorably to the scale RCT Responsiveness ($M$=11.22) than those without such experience ($M$=10.24). This difference appeared to result because of differences in the groups' response on Items 2 and 8, both part of that scale and both concerning regular class teachers' willingness to receive resource teacher help. The resource teachers with regular classroom

Table 6

Attitude Toward Consultation of Resource Teachers With and Without Regular Education Teaching Experience

| Variable | With (N=37) | Without (N=113) | t (148) | p |
|---|---|---|---|---|
| Student Impact | 21.61 | 21.84 | -.56 | .577 |
| RCT Responsiveness | 11.22 | 10.24 | 2.09 | .038 |
| Consequences | 20.57 | 20.55 | .05 | .959 |
| Feasibility | 14.39 | 14.82 | -1.34 | .184 |
| Item 1 | 4.49 | 4.47 | .11 | .914 |
| 2 | 3.57 | 3.18 | 2.07 | .041 |
| 3 | 4.28 | 4.25 | .19 | .851 |
| 4 | 3.65 | 3.68 | -.18 | .860 |
| 5 | 4.57 | 4.45 | 1.02 | .307 |
| 6 | 4.54 | 4.53 | .09 | .926 |
| 7 | 2.49 | 2.27 | .90 | .368 |
| 8 | 3.84 | 3.46 | 1.97 | .050 |
| 9 | 3.84 | 4.13 | -2.26 | .025 |
| 10 | 3.35 | 3.73 | -2.30 | .023 |
| 11 | 4.27 | 4.19 | .57 | .570 |
| 12 | 2.81 | 2.95 | -.58 | .560 |
| 13 | 3.38 | 3.00 | 1.94 | .054 |
| 14 | 4.19 | 4.21 | -.10 | .919 |
| 15 | 4.14 | 4.27 | -1.16 | .249 |
| 16 | 3.75 | 3.99 | -1.44 | .153 |
| 17 | 3.36 | 3.55 | -.94 | .349 |
| 18 | 4.38 | 4.43 | -.33 | .743 |
| 19 | 3.83 | 3.67 | .97 | .332 |
| 20 | 4.19 | 4.21 | -.12 | .904 |

experience responded more positively to these items. In contrast, resource teachers without regular education experience were somewhat more likely to agree that the resource teacher is the best person to consult with classroom teachers (Item 9), and to believe that time could be found in regular education teachers' schedules for consultation (Item 10).

Summary. Few differences were found among resource teachers' expressed attitudes toward their consultation role on the basis of their school districts, or the extent of their training in consultation. These special educators did differ somewhat, however, when grouped by the length of their resource teaching experience, and by whether or not they had had regular education classroom teaching experience.

Attitudes Among Regular Education Class Teachers

Regular education teachers' responses to the attitude scales and items were grouped for analysis on four variables: school district, length of teaching experience, length of contact with resource room programs, and possession of special education certification.

School district. One-way ANOVA was employed to analyze regular class teachers' responses among school districts. Although differences on several variables reached or approached statistical significance, these differences were small and did not seem to represent any trend either among the attitude variables or the

school districts. The results of these analyses are presented in Table 6 in Appendix C.

To attempt to clarify the above findings, the school districts and thus the regular class teachers' responses were next classified as either metropolitan ($N$=114) or non-metropolitan ($N$=80), and $t$-tests were employed to compare the two groups. As indicated in Table 7 in Appendix C, no significant differences emerged. Significance was approached, however, on Item 4, school administration supportiveness for consultation ($t(188)=-1.99$; $p < .048$). Teachers in metropolitan school districts responded slightly less favorably to this item than did those in non-metropolitan districts ($M$=3.59 and $M$=3.86, respectively).

Teaching experience. Four groups were established to analyze differences in regular class teacher attitudes by years of teaching experience. These were (a) one or less ($N$=2); (b) two to five ($N$=29); (c) six to 10 ($N$=57); and (d) more than 10 years ($N$=104). As may be seen by examining Table 8 in Appendix C, no significant differences were identified through the one-way ANOVA completed for these data. Statistical significance was approached for the Consequences scale ($F(3,180)=2.759$; $p < .044$), and for Item 7, resource teacher time schedules ($F(3,183)=3.836$; $p < .011$). On both variables, teachers with five years or less of experience responded slightly more favorably than those with more experience, and on Item 7, a Scheffé test indicated that teachers with two to five years of experience ($M$=3.07) were significantly more positive ($p < .05$) than those with six to 10

years of experience ($M$=2.32). It should be noted that the results of these analyses should be viewed with extreme caution since 84% of this sample of regular educators had more than five years of teaching experience (see demographic information data summary in Appendix D).

Experience with resource room programs. In this analysis, regular class teachers were grouped by whether they had had (a) one year or less ($N$=20); (b) two to five years ($N$=101); (c) six to 10 years ($N$=51); or (d) more than 10 years ($N$=18) of contact with resource room programs. No significant differences were found among these groups (see Table 9, Appendix C). Significance was approached on Item 2 ($F(3,185)=3.538$; $p < .016$) and Item 4 ($F(3,182)=3.349$; $p < .020$) the former dealing with regular class teacher willingness to consult and the latter with school administration supportiveness. No trends were discernible among the groups on these variables.

Special education certification. Of the 194 regular class teachers for whom data were available, only seven reported possessing any type of special education teaching certification (see demographic information summary, Appendix D). Although $t$-tests were completed on the two groups (with and without certification), the results should be examined with extreme caution. No significant differences emerged from these analyses (see Table 10, Appendix C).

Summary. Few differences existed among regular education teachers' attitude responses on the basis of their school districts, their teaching experience, or the extent of their experience with resource room programs. So few teachers in this sample possessed

special education certification that analyses based on this variable should be viewed with extreme caution.

Attitudes Among Principals

Principals' responses to the attitude scales and items were grouped for analysis on four variables: school district; total length of educational service; length of contact with resource room programs; and possession of special education certification.

School district. One-way ANOVA was employed to analyze principals' responses among school districts. No significant differences emerged among the seven groups on any attitude variable.

Principals were next divided into two school-district groups, metropolitan and non-metropolitan; and t-tests were completed on their attitude responses. The two groups ($N$=103 for metropolitan and $N$=72 for non-metropolitan) did not differ significantly on any variable, although significance was approached on Item 16, resource teacher understanding of regular class teacher problems ($t(171)=2.03$; $p < .044$). Principals in metropolitan districts responded slightly more favorably to that item ($M$=3.84) than those in other districts ($M$=3.56). These results are summarized in Table 11 in Appendix C.

Educational service. Six categories were established in the area of total educational service. These were (a) one year or less; (b) two to five years; (c) six to 10 years; (d) 11 to 15 years; (e) 16 to 20 years; and (f) more than 20 years. All principals in this sample reported having more than five years of educational service

(see demographic information summary in Appendix D), and so four groups were utilized for this analysis.

One-way ANOVA indicated that no significant differences existed among these groups. As reported in the summary of these data in Table 12 in Appendix C, differences on Item 3, potential role confusion outcomes of consultation, did approach significance ($F(3,169= 3.127$; $p < .027$). A Scheffé test indicated that the responses to this item by principals with the least experience ($M=3.33$) were significantly less favorable ($p < .05$) than those of principals with 16 to 20 years of experience ($M=4.08$) or more ($M=4.02$).

Experience with resource room programs. In these analyses, principals were grouped by whether they had one year or less, two to five years, six to 10 years, or more than 10 years of contact with resource room programs. One-way ANOVA revealed no significant differences among the groups on any attitude variable. These results are presented in Table 13 in Appendix C.

Special education certification. Only two principals of the 176 for whom data were available indicated that they held special education teaching certification of any type (see demographic information summary, Appendix D). Analysis on the basis of this variable was therefore not possible.

Summary. Few differences were found in the attitudes toward consultation of principals grouped by school district, the length of their educational service, or the extent of their contact with resource room programs. Comparisons between principals with special

education certification and those without it could not be made because so few of the principals were certified.

Attitudes Among Professional Roles

For analysis of all attitude scales and items by professional role, repeated measures ANOVA was utilized, with school being considered the unit of analysis and role the repeated measure.

As may be seen in Table 7, the attitudes toward resource teacher consultation among all groups tended to range from neutral to positive. A possible exception to this is found in the data for Item 7. This item concerned whether time could be found in resource teachers' schedules for consultation, and no group responded favorably to it. Small but significant differences were found among the groups on RCT Responsiveness ($F(2,250)=31.86$; $p < .001$) and Feasibility ($F(2,250)=16.58$; $p < .001$), and significance was approached on Student Impact ($F(2,250)=3.04$; $p < .050$) and Consequences ($F(2,250)=4.52$; $p < .012$). As would be expected, significant differences were found among the groups of educators on many of the items included in each scale.

Examination of these data suggests that the predominant pattern of responses on the attitude variables is for resource teachers to have expressed the most favorable attitude toward consultation, for regular education class teachers to have expressed the least favorable attitude, and for principals to have responded somewhere between these two groups. This pattern exists for the Student Impact and Consequence scales, and for approximately half of the items included

Table 7

Attitude Toward Resource Teacher Consultation Among Professional Roles

| Variable | Professional Role | | | F (2,250) | p |
|---|---|---|---|---|---|
| | Resource Teacher (N=126) | Reg.Ed. Teacher (N=126) | Principal (N=126) | | |
| Student Impact[a] | 21.81 | 21.14 | 21.30 | 3.039 | .050 |
| Item 1[b] | 4.46 | 4.39 | 4.36 | .750 | .473 |
| 5 | 4.50 | 4.20 | 4.33 | 6.232 | .002 |
| 6 | 4.55 | 4.37 | 4.47 | 2.094 | .057 |
| 9 | 4.04 | 4.08 | 3.98 | .651 | .523 |
| 15 | 4.25 | 4.08 | 4.16 | 1.819 | .164 |
| RCT Responsiveness | 10.35 | 12.25 | 11.53 | 31.859 | .000 |
| Item 2 | 3.20 | 4.20 | 3.74 | 47.620 | .000 |
| 8 | 3.50 | 3.92 | 3.90 | 3.100 | .000 |
| 19 | 3.66 | 4.13 | 4.00 | 11.858 | .000 |
| Consequences | 20.47 | 19.50 | 19.91 | 4.521 | .012 |
| Item 3 | 4.25 | 4.12 | 3.96 | 4.087 | .018 |
| 11 | 4.18 | 4.25 | 4.25 | .390 | .677 |
| 14 | 4.20 | 4.15 | 4.26 | .857 | .426 |
| 17 | 3.41 | 2.87 | 3.24 | 8.371 | .000 |
| 18 | 4.44 | 4.10 | 4.20 | 8.125 | .000 |
| Feasibility | 14.68 | 13.82 | 14.96 | 16.581 | .000 |
| Item 4 | 3.61 | 3.65 | 4.37 | 33.288 | .000 |
| 12 | 2.91 | 2.98 | 2.73 | 1.320 | .269 |
| 16 | 3.95 | 3.31 | 3.73 | 12.135 | .000 |
| 20 | 4.21 | 3.88 | 4.12 | 8.695 | .000 |
| Item 7 | 2.20 | 2.71 | 2.95 | 13.493 | .000 |
| 10 | 3.59 | 3.30 | 3.43 | 2.630 | .074 |
| 13 | 3.10 | 2.86 | 2.93 | 2.105 | .124 |

Note. Items are listed immediately after the scale on which they are included. Items 7, 10 and 13, listed last, were not included on any scale.

[a]Ranges for responses for the four attitude scales are as follows: Student Impact and Consequences, 5 to 25; RCT Responsiveness, 3 to 15; Feasibility, 4 to 20.

[b]Range for responses on any single item is 1 to 5.

in those scales. The most notable exception to this pattern may be found in the second scale, RCT Responsiveness, and the items it comprises. On these variables, which concerned regular educators' willingness to consult with resource teachers about their shared students, regular class teachers responded by far the most favorably ($\underline{M}$=12.25 on RCT Responsiveness), while resource teachers expressed considerably less positive reactions ($\underline{M}$=10.35 on RCT Responsiveness).

One other set of responses is of particular interest. On the Feasibility scale, regular education teachers tended to respond far less favorably ($\underline{M}$=13.82) than resource teachers ($\underline{M}$=14.38) or principals ($\underline{M}$=14.96). Using these data as a basis, it appears that regular education teachers are the least likely to view consultation with resource teachers as a process than can be included with other school activities.

In general, all three groups responded most favorably to items which might be judged as most directly related to them. For example, resource teachers were most likely to respond favorably to items concerning their role in consultation (e.g., Item 20). Similarly, as already noted, class teachers reacted most favorably to statements concerning their willingness to consult. Finally, school principals gave the most favorable response to Item 4, school administration support for consultation efforts between resource teachers and regular class teachers.

## Skills Needed by Consulting Resource Teachers

The 17 items on the first response scale in the resource teaching skills section of the questionnaire on resource teacher-regular class

teacher interactions were designed to address Questions 3 and 4 of this study. Question 3 asked whether educators within each professional role, when grouped by school district, length of contact with resource room programs, length of educational service, or type of professional training or experiences, differ in their perception of consulting skills needed by resource teachers. Question 4 asked whether differences in perception exist among professional roles. As noted earlier, little variance was found in the responses to this portion of the questionnaire, and so the results are reported descriptively. A summary of the responses by each professional role and for the total sample are presented as percentages in Table 8.

It is obvious from examing these data that most of each group of educators perceived every skill or activity as necessary for resource teachers. Each individual skill or activity was marked as needed by 83% or more of the total sample.

Two of the items received comparatively low ratings. All three groups of respondents indicated less frequently than for other items that conducting inservice workshops is a necessary component of the resource teacher's job, with regular education teachers (72.1%) being the least likely to agree that such activity is part of that job. Likewise, skill in paraphrasing what regular education teachers are saying was less frequently included as a needed resource teacher skill than the others listed, with regular education teachers again being the least likely to agree to its necessity (77%).

Table 8

Consulting Skills Perceived as Needed by Resource Teachers Among Professional Roles (Reported in Percentages)

| Variable | Skill/ Activity[a] | Professional Role: Resource Teacher (N=150) | Reg.Ed. Teacher (N=194) | Principal (N=176) | Total % of Sample (N=520) |
|---|---|---|---|---|---|
| Item 1 | Brainstorming | 93.84 | 94.21 | 96.00 | 94.72 |
| 2 | Evaluating interventions | 98.63 | 94.76 | 97.11 | 96.67 |
| 3 | Interviewing | 93.92 | 94.30 | 98.26 | 95.52 |
| 4 | Observing | 89.19 | 88.02 | 92.49 | 89.86 |
| 5 | Partnership | 92.52 | 86.84 | 94.22 | 90.98 |
| 6 | Paraphrasing | 84.93 | 76.96 | 88.44 | 83.14 |
| 7 | Problem-solving | 88.97 | 88.48 | 94.19 | 90.55 |
| 8 | Establishing trust | 95.27 | 93.72 | 98.85 | 95.91 |
| 9 | Conferring | 90.54 | 91.15 | 93.60 | 91.80 |
| 10 | Minimizing hard feelings | 95.24 | 89.25 | 95.32 | 90.77 |
| 11 | Interpersonal communication | 86.81 | 82.11 | 95.88 | 88.10 |
| 12 | Predicting consequences | 91.78 | 90.27 | 95.88 | 92.61 |
| 13 | Inservice | 83.56 | 72.11 | 84.30 | 79.53 |
| 14 | Probing statements | 89.80 | 86.32 | 94.08 | 89.32 |
| 15 | Defining problems | 95.21 | 94.18 | 97.67 | 95.66 |
| 16 | Explaining | 97.26 | 93.23 | 97.67 | 95.88 |
| 17 | Resource link | 91.03 | 91.62 | 92.35 | 91.70 |

[a]Actual item content may be found in the samples of the questionnaires in Appendix B.

One other type of discrepancy may be noted among these skill data. The skill listed in Item 14 was probing to discover whether a problem a regular class teacher reports about a special education student has been accurately described or whether other factors are involved. Although all groups essentially agreed that the skill was needed, principals (94%) were somewhat more likely to mark a positive response to the item than were resource teachers (90%) or regular class teachers (86%). The same pattern of responses is found for Item 3 (interviewing regular class teachers), and Item 7 (using problem-solving strategies), principals being somewhat more likely to have marked the items as necessary for resource teachers. Finally, Item 5, including regular education teachers as equal partners in planning and intervention, was somewhat less likely to be viewed as a necessary resource teaching skill by regular education class teachers than by resource teachers and principals.

Resource Teacher Consultation Competence

The competence scale and the 17 items from the second response scale in the resource teaching skill section of the questionnaire were utilized to assess educators' perceptions of resource teacher competence in various consultation skills, and thus to address Questions 5, 6 and 7 of this research project. Question 5 asked how competent resource teachers, grouped by school district, length of resource teaching experience, length, training for consultation, or professional experiences, perceive themselves to be in the area of consultation. Question 6 asked how competent regular class teachers

and principals, grouped on variables similar to those used with resource teachers, perceive resource teachers to be in the area of consultation. Finally, Question 7 asked whether differences existed among the perceptions of the three groups of educators.

Perceptions Among Resource Teachers

Resource teachers' responses to the competence scale and items were grouped for analysis on four variables: school district; length of resource teaching experience; amount of consultation training received; and presence or absence of regular education teaching experience.

School district. The mean response to each variable by resource teachers in each of the seven school districts was analyzed using one-way ANOVA. A significant difference ($F(6,137)=2.933$; $p < .010$) was identified among the groups on Item 13 (inservice), although a Scheffé test indicated that no two groups were significantly different at the .05 level. An examination of the mean responses of the groups suggests that resource teachers in LEA 01, LEA 03, and LEA 04 rated themselves as somewhat more competent than the teachers in the other districts. The seven groups' responses on several other items approached statistical significance ($.01 < p < .05$). These results are summarized in Table 14 in Appendix C.

To attempt to clarify the differences which might exist among resource teachers in different school districts, the respondents were next categorized as teaching in a metropolitan (LEA 01, LEA 03, LEA 04) or a non-metropolitan (LEA 05, LEA 06, LEA 07, LEA 08) school

district. The resulting two groups ($N$=90 and $N$=60, respectively) were then analyzed using $t$-tests.

As may be seen in the presentation of the data in Table 9, resource teachers in both groups viewed themselves as fairly competent. The one exception to this response pattern occurred for Item 13, conducting inservice workshops. On that skill, both groups rated themselves below the midpoint of the scale. In contrast, both groups rated themselves most skillful in establishing mutual trust with regular education teachers (Item 8), their mean responses to this item being 4.24 and 4.15, respectively.

Several significant differences were identified between these two groups of resource teachers on their self-ratings of competence. Metropolitan teachers' ratings ($M$=61.5 on the Competence scale) were significantly higher ($t(122)=3.52$; $p < .001$) than those of non-metropolitan teachers ($M$=54.04 on Competence). The same pattern of self-ratings of competence, with metropolitan resource teachers rating themselves significantly higher, was found for Item 4 (observing), Item 6 (paraphrasing), Item 9 (scheduling conferences), Item 11 (interpersonal communication), Item 12 (predicting consequences of interventions), Item 13 (conducting inservice) and Item 15 (defining problems). It was also present for items only approaching significance ($.01 < p < .05$), as well as for those where the groups' responses were not significantly different.

Resource teaching experience. Four groups were established for analyses based on the number of years of resource teaching experience

Table 9

Self-Rating of Consultation Competence by Resource Teachers in Different Types of School Districts

| Variable | Type of District: Metropolitan (N=90) | Type of District: Non-Metropolitan (N=60) | t (148) | p |
|---|---|---|---|---|
| Competence[a] | 61.50 | 54.04 | 3.52 | .001 |
| Item 1[b] | 3.82 | 3.43 | 2.48 | .014 |
| 2 | 3.56 | 3.26 | 1.74 | .084 |
| 3 | 3.88 | 3.68 | 1.21 | .228 |
| 4 | 3.70 | 3.17 | 2.71 | .008 |
| 5 | 3.80 | 3.41 | 2.13 | .035 |
| 6 | 3.83 | 3.24 | 3.44 | .001 |
| 7 | 3.17 | 2.76 | 2.11 | .037 |
| 8 | 4.24 | 4.15 | .68 | .499 |
| 9 | 3.57 | 2.93 | 3.10 | .002 |
| 10 | 3.68 | 3.37 | 1.67 | .097 |
| 11 | 3.43 | 2.82 | 3.09 | .002 |
| 12 | 3.50 | 2.95 | 3.00 | .003 |
| 13 | 2.77 | 1.96 | 3.73 | .000 |
| 14 | 3.40 | 3.19 | 1.14 | .257 |
| 15 | 3.66 | 3.08 | 3.08 | .002 |
| 16 | 4.09 | 3.86 | 1.54 | .125 |
| 17 | 3.33 | 3.05 | 1.27 | .208 |

[a]Range of responses on Competence is 17 to 85.

[b]Range of responses on individual items is 1 to 5.

respondents reported having had (one or less, two to five, six to 10, or more than 10). Results of the one-way ANOVA revealed no significant differences among these groups of resource teachers, nor did the differences in their mean responses to any variable approach significance. A summary of these findings is included in Table 15 in Appendix C.

Amount of consultation training. For this set of analyses, resource teachers were grouped on the basis of the number of clock hours of consultation training they had received, the groups being no training ($N$=52); one to five hours of training ($N$=30); six to 10 hours ($N$=13); 11 to 15 hours ($N$=13); 16 to 20 hours ($N$=7); and more than 20 hours ($N$=29). One-way ANOVA was performed on these groups' data. As shown in Table 16 in Appendix C, only one significant difference was found, that occurring on Item 13, conducting inservice ($F(5,134)=3.15$; $p < .01$). A Scheffé test indicated that the group of resource teachers with six to ten hours of training rated themselves significantly less competent ($M$=1.62) than resource teachers with more than 20 hours of consultation training ($M$=3.10).

Regular education experience. Resource teachers were categorized either as having taught in a regular education setting ($N$=37) or not ($N$=113), and these two groups were analyzed using $t$-tests. The mean responses of each group, presented in Table 10, indicate that resource teachers with regular education experience generally perceived themselves as more competent than teachers without this experience.

Table 10

Self-Rating of Consultation Competence by Resource Teachers With and Without Regular Education Teaching Experience

| Variable | With (N=37) | Without (N=113) | t (148) | p |
|---|---|---|---|---|
| Competence[a] | 64.48 | 56.48 | 3.41 | .001 |
| Item 1[b] | 3.95 | 3.56 | 2.12 | .036 |
| 2 | 3.78 | 3.33 | 2.35 | .020 |
| 3 | 4.11 | 3.70 | 2.23 | .027 |
| 4 | 3.78 | 3.39 | 1.73 | .085 |
| 5 | 4.11 | 3.49 | 3.04 | .003 |
| 6 | 3.61 | 3.58 | .14 | .886 |
| 7 | 3.50 | 2.83 | 3.12 | .002 |
| 8 | 4.38 | 4.15 | 1.49 | .140 |
| 9 | 3.78 | 3.16 | 2.70 | .008 |
| 10 | 3.94 | 3.43 | 2.46 | .015 |
| 11 | 3.63 | 3.05 | 2.57 | .011 |
| 12 | 3.75 | 3.12 | 3.02 | .003 |
| 13 | 2.80 | 2.34 | 1.81 | .073 |
| 14 | 3.56 | 3.24 | 1.54 | .125 |
| 15 | 3.70 | 3.34 | 1.70 | .091 |
| 16 | 4.14 | 3.95 | 1.09 | .279 |
| 17 | 3.84 | 3.01 | 3.49 | .001 |

[a]Range of responses on Competence is 17 to 85.

[b]Range of responses on individual items is 1 to 5.

Several significant differences were found between these groups. On the Competence scale, the resource teachers with regular education experience rated themselves significantly more competent ($M$=64.5) than their colleagues without such experience ($M$=56.6), $t(122)$ being equal to 3.41 and $p$ less than .001. Contributing to this finding were the differences between the groups on Items 5, 7, 9, 12 and 17, all significant at the .01 level. These items concerned treating regular education teachers as partners in planning and interventions, using problem-solving strategies, scheduling conferences with regular class teachers, identifying potential consequences or planned interventions, and functioning as a resource linker.

Summary. Resource teachers' self-ratings of competence in consultation skills differed depending on whether the teachers were from metropolitan or non-metropolitan school districts and on whether they had had regular education teaching experience. Few differences were found among resource teachers when they were grouped by the number of years of experience they had as resource teachers, or by the amount of consultation training received.

Perceptions Among Regular Education Classroom Teachers

Regular education class teachers were grouped for analysis on four variables: school district; length of teaching experience; length of contact with resource room programs; and possession of special education certification.

School district. One-way ANOVA was employed to examine the teachers' responses to the competence items by school district. No significant differences were found among the seven groups.

These data were next arranged into metropolitan and non-metropolitan school-district groups. As summarized in Table 17 in Appendix C, no significant differences were found to exist between the two types of districts.

Years of teaching experience. Four groups were formed to analyze differences in the teachers' perceptions of resource teacher consultation competence on the basis of teaching experience. These were (a) one year or less ($N$=2); (b) two to five years ($N$=29); (c) six to 10 years ($N$=57); and (d) more than 10 years ($N$=104). One-way ANOVA revealed no significant differences among these groups on any competence variable (see Table 18, Appendix C). Significance was approached ($F(3,181)=3.011$; $p < .032$) on Item 9, scheduling conferences with regular class teachers, teachers with six to 10 years of experience responding least favorably ($M$=2.47) to that item.

Experience with resource room programs. For this analysis, regular class teachers were grouped by whether they had had one year or less, two to five years, six to 10 years, or more than 10 years of contact with resource programs. No significant differences were found among these groups on any competence variable. These results are summarized in Table 19 in Appendix C.

Special education certification. As noted earlier, only seven regular education class teachers possessed some type of certification in special education. When their responses to the competence variables were compared to those teachers without special education

teaching certification using t-tests, no significant differences emerged. A summary of the results of these analyses may be found in Table 20 in Appendix C.

Summary. Regular education class teachers were not found to differ in their perceptions of resource teacher consultation competence. This finding held when they were grouped by school district, by teaching experience, by extent of contact with resource room programs, and by possession of special education teaching certification.

Perceptions Among Principals

Principals' responses to the Competence scale and items were grouped for analysis on four variables: school district; total length of educational service; length of contact with resource room programs; and possession of special education certification.

School district. Seven groups, one for each school district, were formed to analyze principals' responses on the competence items. As may be noted in Table 11, significant differences existed among the groups on Item 13 (conducting inservice) ($F(6,160)=3.574$; $p < .002$) Item 16 (explaining one's perceptions) ($F(6,163)=4.500$; $p < .001$), and Item 17 (acting as a resource linker) ($F(6,163)=4.343$; $p < .001$). A Scheffé test indicated that no two groups were significantly different at the .05 level on Item 13 (inservice). On Item 16 (explaining one's perception of a problem), a Scheffé test indicated that principals in LEA 03 ($M=4.57$) responded significantly more positively ($p < .05$) than those in LEA 05 ($M=3.08$). Item 17 concerned resource teachers'

Table 11

Rating of Resource Teacher Consultation Competence by Principals in Different School Districts

| Variable | School District | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 01 (N=79) | 03 (N=7) | 04 (N=16) | 05 (N=25) | 06 (N=8) | 07 (N=19) | 08 (N=20) | F (6,167) | p |
| Competence[a] | 56.45 | 69.86 | 63.50 | 55.22 | 61.71 | 52.53 | 56.35 | 2.376 | .032 |
| Item 1[b] | 3.36 | 3.86 | 3.94 | 3.44 | 3.38 | 3.26 | 3.65 | .926 | .478 |
| 2 | 3.41 | 3.86 | 3.69 | 3.29 | 3.38 | 3.26 | 3.16 | .704 | .647 |
| 3 | 3.67 | 4.29 | 4.13 | 3.44 | 3.75 | 3.26 | 3.75 | 2.380 | .031 |
| 4 | 3.46 | 3.86 | 4.20 | 3.48 | 3.12 | 3.10 | 3.83 | 2.306 | .036 |
| 5 | 3.63 | 4.29 | 3.67 | 3.4[illegible] | 3.57 | 3.37 | 3.85 | .853 | .531 |
| 6 | 3.20 | 4.14 | 3.56 | 3.12 | 3.38 | 2.90 | 3.65 | 1.762 | .110 |
| 7 | 3.12 | 3.71 | 3.47 | 2.96 | 3.50 | 3.00 | 3.06 | .878 | .513 |
| 8 | 3.94 | 4.71 | 4.25 | 3.80 | 4.38 | 3.74 | 4.10 | 1.516 | .176 |
| 9 | 3.32 | 4.29 | 3.73 | 3.09 | 3.25 | 3.00 | 3.20 | 1.808 | .101 |
| 10 | 3.03 | 4.29 | 3.62 | 3.25 | 3.25 | 3.21 | 3.35 | 1.879 | .087 |
| 11 | 3.09 | 4.14 | 3.56 | 3.08 | 3.38 | 3.16 | 3.22 | 1.717 | .120 |
| 12 | 3.29 | 4.14 | 3.50 | 3.12 | 3.75 | 3.06 | 2.95 | 2.242 | .042 |
| 13 | 2.43 | 3.71 | 3.20 | 2.32 | 3.57 | 2.11 | 2.32 | 3.574 | .002 |
| 14 | 3.22 | 4.00 | 3.80 | 3.00 | 3.12 | 2.89 | 2.95 | 2.435 | .028 |
| 15 | 3.38 | 3.86 | 3.94 | 3.08 | 3.50 | 3.42 | 3.50 | 1.630 | .142 |
| 16 | 3.49 | 4.57 | 4.07 | 3.08 | 4.00 | 3.26 | 3.70 | 4.500 | .000[c] |
| 17 | 3.00 | 4.14 | 4.12 | 2.83 | 3.25 | 3.10 | 3.75 | 4.343 | .000[d] |

[a] Range of responses on Competence is 17 to 85.

[b] Range of responses on individual items is 1 to 5.

[c] LEA 03 differed from LEA 05 at the .05 level.

[d] LEA 03 differed from LEA 05 and LEA 01 at the .05 level.

activities as "resource linkers." On this variable, the post hoc analysis found that LEA 04 was significantly different ($p < .05$) from LEA 01 and LEA 05.

Several differences among the responses of the principals in the seven school districts approached significance (see Table 10). On Competence ($F(6,140)=2.376$; $p < .033$), LEA 03 principals rated resource teachers as far more competent ($M=69.86$) than did principals in other districts. Principals in LEA 04 ($M=63.50$) and LEA 06 ($M=61.71$) also rated resource teachers relatively high on the consultation Competence scale. Examination of the individual items which approached significance (Items 3, 4, 12 and 14) indicates that all contributed to this pattern of findings.

To attempt to clarify the differences among the school-district groups, t-tests were completed after dividing the school districts into metropolitan and non-metropolitan groups ($N=103$ and $N=72$, respectively). No significant differences were found between them. Significance was approached on Item 3 ($t(170)=1.98$; $p < .05$), Item 4 ($t(169)=2.27$; $p < .024$), and Item 14 ($t(163)=2.56$; $p < .012$), with the metropolitan group giving a higher mean response on each variable. These results are presented in Table 21 in Appendix C.

Educational service. All principals in this sample had more than five years of educational service. For these analyses, then, the groups were (a) six to 10 years of service; (b) 11 to 15 years; (c) 16 to 20 years; and (d) more than 20 years. As indicated in Table 22 in Appendix C, a one-way ANOVA on these data revealed no significant differences on any competence variable.

Experience with resource room programs. The four groups formed for these analyses were (a) one year or less, (b) two to five years, (c) six to 10 years, and (d) more than 10 years of contact with resource rooms. No significant differences were found when principals were grouped in this manner. A summary of these analyses is included in Table 23 in Appendix C.

Special education certification. Since only three principals reported possessing any type of special education teaching certification, it was not possible to complete this analysis.

Summary. Principals were found to differ in their perception of resource teacher consultation competence when grouped according to school district. They did not differ when grouped by length of educational service or by length of resource room contact.

Perceptions Among Professional Roles

For analysis of among-role differences on the Competence variable and the 17 items in that scale, repeated measures ANOVA was utilized, with school being the unit of analysis and professional role being the repeated measure.

As may be seen in Table 12, resource teachers tended to rate themselves and other educators tended to rate resource teachers midway between not skillful and very skillful. They were seen as most skilled at establishing mutual trust with regular class teachers (Item 8), and least skilled in conducting inservice workshops (Item 13). The three groups of educators differed significantly on

Table 12

Rating of Resource Teacher Consultation Competence
Among Professional Roles

| Variable | Professional Role | | | F | p |
|---|---|---|---|---|---|
| | Resource Teacher (N=126) | Reg.Ed. Teacher (N=126) | Principal (N=126) | (2,250) | |
| Competence | 56.77 | 51.60 | 56.82 | 7.354 | .000 |
| Item 1 | 3.67 | 3.44 | 3.51 | 1.793 | .169 |
| 2 | 3.51 | 3.13 | 3.47 | 5.557 | .004 |
| 4 | 3.46 | 3.13 | 3.46 | 3.724 | .026 |
| 5 | 3.66 | 3.08 | 3.75 | 13.568 | .000 |
| 6 | 3.58 | 3.28 | 3.37 | 2.555 | .080 |
| 7 | 3.03 | 2.92 | 3.28 | 3.327 | .038 |
| 8 | 4.20 | 3.95 | 4.04 | 2.265 | .106 |
| 9 | 3.29 | 2.88 | 3.36 | 5.851 | .003 |
| 10 | 3.53 | 3.36 | 3.24 | 2.022 | .135 |
| 11 | 3.19 | 3.20 | 3.24 | .065 | .937 |
| 12 | 3.30 | 3.18 | 3.33 | .691 | .500 |
| 13 | 2.50 | 2.42 | 2.65 | 1.016 | .364 |
| 14 | 3.35 | 3.02 | 3.21 | 2.677 | .071 |
| 15 | 3.40 | 3.32 | 3.44 | .402 | .669 |
| 16 | 3.96 | 3.45 | 3.53 | 9.244 | .000 |
| 17 | 3.20 | 3.16 | 3.21 | .069 | .993 |

Competence ($F(2,250)=7.354$; $p < .001$), regular class teachers rating resource teachers considerably less competent than resource teachers rated themselves or principals rated them. Some further understanding of these differences may be gained by considering the groups' response to the items contributing to Competence. On nearly all items which were significant or approached that level, resource teachers and principals were very close in their ratings, while regular education teachers' ratings were somewhat lower. Conversely, on items where this response pattern was not found, differences among the groups were generally not significant.

Problem Factors in Consultation

Six potential problem factors in resource teacher consultation were identified through a review of the pertinent literature. These included lack of resource teacher time, lack of regular class teacher time, regular class teacher unwillingness to consult, resource teacher unwillingness to consult, lack of resource teacher training in consultation, and lack of administrative support for consultation. Each was rated as a major problem, somewhat of a problem, or little problem by all respondents, and their ratings were tabulated by role. Finally, differences in responses across professional roles were analyzed. These procedures were used to address Research Question 8 (factors perceived as hindrances to consultation by each professional role) and Research Question 9 (differences in resource teachers', regular class teachers', and principals' perception of constraints on consultation) of this study.

Resource Teacher Problem Factors

The response of resource teachers to the problem factors are reported in Table 13. An examination of the data reveals that more than half of the resource teachers rated lack of resource teacher time (53%) and lack of regular class teacher time (60%) as major hindrances to consultation. Almost half (48%) of the teachers saw regular class teacher resistance as at least somewhat of a problem, and nearly a third (33%) considered lack of resource teacher preparation for consultation somewhat of a problem. It was also found that 95% of the sample rated resource teacher unwillingness to consult as little or no problem.

Regular Education Teacher Problem Factors

As may be seen in Table 14, the only factor which most regular class teachers rated as a major hindrance to consultation was lack of regular educator time (59%). A total of 79% of these respondents saw resource teacher lack of time as at least somewhat of a problem in consultation. No other potential problem factor was a great concern to regular class teachers, each of Items 3 through 6 being rated by at least three-quarters of the respondents as little or no problem.

Principal Problem Factors

This group of educators did not view any of the potential problem factors as major hindrances to resource teacher consultation. However, as indicated in Table 15, a majority of these administrators judged both lack of resource teacher time (75%) and lack of regular

Table 13
Ratings of Potential Problem Factors in Resource Teacher Consultation by Resource Teachers (Reported in Percentages)

| Problem Factor | Little Problem | Some Problem | Much Problem |
|---|---|---|---|
| 1. Resource teacher time | 11.49 | 35.14 | 53.38 |
| 2. Regular class teacher time | 5.41 | 34.46 | 60.14 |
| 3. Regular class teacher unwillingness | 51.70 | 38.78 | 9.52 |
| 4. Resource teacher unwillingness | 95.24 | 3.40 | 1.52 |
| 5. Resource teacher feels untrained | 66.89 | 30.41 | 2.70 |
| 6. Administrative support | 72.79 | 21.09 | 6.12 |

N=150

Table 14
Ratings of Potential Problem Factors in Resource Teacher Consultation by Regular Education Class Teachers (Reported in Percentages)

| Problem Factor | Little Problem | Some Problem | Much Problem |
|---|---|---|---|
| 1. Resource teacher time | 20.63 | 48.15 | 31.22 |
| 2. Regular class teacher time | 9.37 | 36.98 | 58.65 |
| 3. Regular class teacher unwillingness | 77.08 | 20.83 | 2.08 |
| 4. Resource teacher unwillingness | 88.71 | 7.53 | 3.76 |
| 5. Resource teacher feels untrained | 85.41 | 10.27 | 4.32 |
| 6. Administrative support | 74.74 | 17.89 | 7.37 |

N=194

Table 15
Ratings of Potential Problem Factors in Resource Teacher Consultation by Principals (Reported in Percentages)

| Problem Factor | Little Problem | Some Problem | Much Problem |
|---|---|---|---|
| 1. Resource teacher time | 24.71 | 45.88 | 29.41 |
| 2. Regular class teacher time | 15.98 | 48.52 | 35.50 |
| 3. Regular class teacher unwillingness | 64.29 | 32.14 | 3.57 |
| 4. Resource teacher unwillingness | 85.88 | 11.76 | 2.35 |
| 5. Resource teacher feels untrained | 85.29 | 12.94 | 1.76 |
| 6. Administrative support | 86.47 | 9.41 | 4.12 |

N=176

class teacher time (84%) as at least moderate problems. One other area was rated as somewhat of a problem by this group; a total of 36% of the principals included regular class teacher unwillingness to consult as at least a moderate problem. Few principals believed that resource teacher unwillingness or lack of training, or lack of administrative support were problems in consultation.

Problem Factors Among Professional Roles

Repeated measures ANOVA was employed for analyses of the differences in responses for each problem factor among resource teachers, regular education teachers, and principals. School was considered the unit of analysis, and role was the repeated measure.

The summary of the results of these analyses in Table 16 indicates that lack of resource teacher and regular education teacher time were seen as the most serious hindrances to consultation by all groups of educators. Each group's mean response to these items indicated it was a moderate to major problem. All other problem factors were rated by all groups of educators as ranging from slight problems to moderate problems.

The differences in responses among professional roles on each problem factor reached significance on all but the fourth item, resource teacher willingness to consult. On that variable, significance was approached ($F(2,250)=3.079$; $p < .048$). With the exception of Item 4, resource teachers rated each problem factor as a more serious hindrance to consultation than did principals. Regular education teachers responded similarly to principals on Item 1 (resource teacher

Table 16

Ratings of Potential Problem Factors in Resource Teacher Consultation Among Professional Roles

| Variable | Professional Role | | | F (2,250) | p |
|---|---|---|---|---|---|
| | Resource Teacher (N=126) | Reg.Ed. Teacher (N=126) | Principal (N=126) | | |
| Prob. Fac. 1 | 1.55 | 1.89 | 1.87 | 8.625 | .000 |
| 2 | 1.46 | 1.52 | 1.80 | 9.810 | .000 |
| 3 | 2.40 | 2.73 | 2.60 | 10.420 | .000 |
| 4 | 2.95 | 2.84 | 2.87 | 3.079 | .048 |
| 5 | 2.64 | 2.80 | 2.86 | 7.104 | .000 |
| 6 | 2.63 | 2.65 | 2.85 | 5.470 | .005 |

Note. A rating of 1 meant that a variable was a major problem, 2 that it was somewhat of a problem, and 3 that it was little or no problem.

time), Item 3 (regular education teacher unwillingness), Item 4 (resource teacher unwillingness), and Item 5 (resource teacher lack of training). Their responses were similar to those of resource teachers on Item 2 (regular class teacher time), and on Item 6 (administrative support).

Resource Teacher Time Allocation

Correlated t-tests were employed to analyze the differences between resource teachers' estimates of the percentage of their school time devoted to each of six types of duties and their estimates of the way in which time would be allotted among the same duties in an ideal resource room program. The same analysis was completed for principals' estimates of actual and ideal resource teacher time use. Differences between resource teachers' and principals' responses to the 12 time items were also examined to determine whether these groups of professionals concur on resource teacher time allocation. Through these analyses, Research Question 10 (resource teacher and principal estimate of resource teacher actual and ideal time allotments) and Research Question 11 (differences between resource teacher and principal actual and ideal resource teacher time allotment were addressed.

Resource Teacher Time Estimates

Resource teachers reported that most of their school time is spent in direct instruction of pupils, a mean of 63.7%. The mean amount of time reported as spent in consultation activities was 7.8%;

it ranked third in time allotted on the list of resource teaching duties, direct instruction and lesson preparation being given more time, and assessment, conferences, and miscellaneous duties being given less. The mean percentage of time spent in each duty is presented in Table 17.

If they were allowed to design an ideal resource room program, this sample of resource teachers would not substantially change their instructional duties, nor their time for preparation, assessment, and conferencing. As indicated in Table 17, differences between actual and ideal time estimates on these variables were not significant ($t(119) = 2.36$; $p > .01$). Resource teachers did indicate, however, that in an ideal program more time would be devoted to consultation ($M$=10.9%) than is allotted presently ($M$=7.8%). The difference between this actual time and ideal time estimate was significant ($t(119) = -4.0$ $p < .001$). It appears that these educators would find this additional time by decreasing the amount of time spent in miscellaneous activities such as lunch and bus duty; resource teachers would spend a mean of 1.8% of their time on such duties in an ideal program instead of the 4.4% presently required. This difference was significant ($t(119) = 6.60$; $p < .001$).

Principal Time Estimates

Principals estimated that most resource teacher time is spent in direct instruction of students ($M$=66.8%). Consultation ($M$=7.4%) was third in their apportionment of resource teacher time among the

Table 17

Resource Teachers' Estimates of Time Allotments for Their Duties: Actual and Ideal

| Duty | Actual Time M | Actual Time SD | Ideal Time M | Ideal Time SD | t (119) | p |
|---|---|---|---|---|---|---|
| Direct Instruction | 63.74 | 17.6 | 62.93 | 15.7 | .66 | .509 |
| Consultation | 7.85 | 8.3 | 10.86 | 5.9 | -4.08 | .000 |
| Preparation of Lessons | 10.83 | 6.2 | 10.89 | 6.4 | -.11 | .911 |
| Testing/Assessment | 7.15 | 7.9 | 7.34 | 7.7 | -.49 | .625 |
| Conferences | 6.02 | 6.0 | 6.17 | 4.6 | -.33 | .743 |
| Other Duties | 4.39 | 5.1 | 1.81 | 3.0 | 6.60 | .000 |

N=120

various duties; direct instruction and lesson preparation being ranked higher, and conferences, assessment, and miscellaneous activities being ranked lower. These findings are presented in Table 18.

In an ideal resource room program, principals would ask resource teachers to spend a mean of 66% of their time in direct instruction, 10% in consultation and the same in the preparation of lessons, and 6% or less in each of assessment, conferencing, and other duties. Significant differences between principals' actual and ideal time estimates were found only in consultation ($t(119)=-4.52$; $p < .001$), and in miscellaneous activities ($t(119)=3.28$; $p < .001$). It seems that principals would divert time from the latter duties in order to increase that spent in the former.

Differences in Time Estimates Between Professional Roles

Resource teachers' and principals' responses indicated that they were generally in close agreement on the manner in which resource teacher time is presently allotted among their duties, and on the appropriate way to divide their time in an ideal program. As indicated in Tables 19 and 20, only in the area of assessment were significant differences approached ($t(119)=1.96$, $p < .06$) for actual time; $t(119)=1.44$; $p < .02$ for ideal time). In general, both groups would reserve nearly two-thirds of the resource teacher's time for instruction, making virtually no change in the present allocation for that duty. They would increase consulting time by one-third its present level to about 10.5% compensating for this increase by

Table 18

Principal Estimates of Time Allotment for Resource Teacher Duties: Actual and Ideal

| Duty | Actual Time M | Actual Time SD | Ideal Time M | Ideal Time SD | t (119) | p |
|---|---|---|---|---|---|---|
| Direct Instruction | 66.30 | 13.9 | 66.08 | 15.3 | .72 | .470 |
| Consultation | 7.40 | 4.7 | 10.11 | 7.5 | -4.52 | .000 |
| Preparation of Lessons | 10.32 | 5.8 | 9.81 | 5.7 | 1.31 | .191 |
| Testing/Assessment | 5.79 | 4.4 | 5.34 | 4.7 | 1.00 | .321 |
| Conferences | 5.83 | 4.0 | 6.20 | 3.8 | -1.23 | .222 |
| Other Duties | 3.85 | 7.1 | 2.12 | 3.8 | 3.28 | .001 |

N=120

Table 19
Estimates of Actual Resource Teacher Time
Allotment by Professional Role

| Resource Teacher Duty | Resource Teachers (N=120) | Principals (N=120) | t (119) | p |
|---|---|---|---|---|
| Direct Instruction | 63.74 | 66.80 | -1.65 | .101 |
| Consultation | 7.85 | 7.40 | .53 | .595 |
| Preparation of Lessons | 10.83 | 10.32 | .79 | .429 |
| Testing/Assessment | 7.16 | 5.79 | 1.96 | .052 |
| Conferences | 6.02 | 5.83 | .31 | .758 |
| Other Duties | 4.39 | 3.85 | .76 | .451 |

Table 20
Estimates of Ideal Resource Teacher Time
Allotment by Professional Role

| Resource Teacher Duty | Resource Teachers (N=120) | Principals (N=120) | t (119) | p |
|---|---|---|---|---|
| Direct Instruction | 62.93 | 64.08 | -1.69 | .093 |
| Consultation | 10.86 | 10.11 | .98 | .331 |
| Preparation of Lessons | 10.89 | 9.81 | 1.44 | .154 |
| Testing/Assessment | 7.34 | 5.34 | 2.38 | .019 |
| Conferences | 6.17 | 6.20 | -.07 | .947 |
| Other | 1.81 | 2.12 | -.75 | .455 |

reducing time spent in miscellaneous duties, and would divide the remainder of resource teacher's time fairly equally among testing, conferencing, and lesson preparation, the latter being given a slightly larger percentage.

# CHAPTER IV

## DISCUSSION

The results of this investigation suggest that resource teachers, regular education classroom teachers, and principals differ somewhat in their views of resource teacher consultation. Further, several factors seem to emerge as serious constraints on the feasibility of consultation. The discussion which follows includes elaboration and interpretation of these results, and suggests possible explanations for them. It is organized according to the topics which have formed the focus of this research: attitude toward resource teacher consultation; skills needed by consulting resource teachers; resource teacher consultation competence; problem factors in consultation; and resource teacher time allocation. Finally, limitations of this study are enumerated.

### Attitude Toward Resource Teacher Consultation

#### Attitude Within Professional Role

The first research question posed in this study concerned whether differences in attitude toward consultation existed among respondents within each professional role. Resource teachers, regular education class teachers, and principals were thus grouped for analysis on the basis of the location of their school districts, their experiences with resource room programs, and their educational backgrounds. The results indicate that separate answers to the research question are necessary for each group of educators.

Resource teachers. The special educators in this sample differed somewhat in their expressed attitude when grouped by regular education teaching experience and by length of resource teaching experience. Although the absolute differences were small, there was a persistent tendency for resource teachers with regular education teaching experience to agree more than resource teachers without regular education teaching experience that regular class teachers are responsive to consultative efforts. There was less consensus among the former group, however, that resource teachers are the best people to consult with regular education teachers, or that consultation can be accommodated in regular teachers' schedules. When the data were analyzed across resource teaching experience, it was found that the least experienced resource teachers were the most favorable toward providing consultation, and were more likely to feel that time could be found in their schedules for consultation activities.

The above findings combine to suggest that relatively inexperienced resource teachers are somewhat more favorable toward a consultation role than experienced resource teachers. It appears that while having taught in a regular education setting or in a special education setting for several years may build an understanding of particular aspects of the job or of other educators' perspectives, it may also decrease willingness to consult with other teachers. This interpretation must be qualified, however, for at least four reasons. First, the actual differences in the responses of the groups for these analyses were fairly small, and so it becomes

difficult to ascertain whether statistical significance implies practical significance. Practicality is a factor in another sense, too. This study did not address the question of whether resource teachers with more favorable attitudes toward consultation engage in more consultation activities, or are more competent in them, and so it cannot be assumed that favorable responses translate into recommended consultant behavior. While this notion is intuitively appealing and would be an appropriate avenue of research to pursue in relation to this topic, at the present time it remains speculation. Third, it may be that a relationship exists between regular education teaching experience and resource teaching experience, or that both are related to a third variable; these possibilities were not considered in the research. Finally, the limitations of the instrument itself affect the interpretation of the data obtained through its use. The fact that the questionnaire was a self-report instrument makes plausible the possibility that the data obtained were influenced by individuals' tendency to present views they believe are socially desirable. A degree of uncertainty thus exists in the extent to which one may assume these results reflect resource teachers' true perceptions of consultation.

While the within-role analyses focused primarily on the identification of differences, one area of consensus among resource teachers is noteworthy. Special educators' attitudes did not differ when they were grouped by amount of consultation training, even though one would have expected that more training would cause the

teacher to be more knowledgeable and would result in a more positive attitude toward the consultation role. At least two explanations for the results obtained in this research seem possible. At the simplest level, it may be that training does not affect attitude. However, it also seems plausible that the generality of the phrase "consultation" as used in the questionnaire may have led to varying interpretations of that item. The responses may thus reflect a wide variety of experiences, masking any differences which may have existed. Some support for this notion is found in the comments written by several respondents in the margins of the questionnaires; some noted that they were not sure what experiences would be included as consultation training, and one individual commented that elementary education coursework assisted in communicating with regular education teachers, and so that was being considered consultation training.

Regular education class teachers. As a group, the regular class teachers in this sample differed little in their expressed attitudes toward resource teacher consultation, their responses tending to be neutral or undecided. Although particular subgroups responded slightly more favorably on individual items, no general trends were discernible. In addition to the possibility suggested by these results that regular education teachers are uniform in their attitudes toward consultation, several alternative interpretations seem plausible. First, it may be that the variables used to form groups for the analyses in this study are insensitive to actual differences among the teachers. Perhaps number of hours of special

education coursework, attitude toward mainstreaming, or other variables are more closely related to the teachers' favorability toward resource teacher consultation. Another explanation for the similarity in responses among the regular education teachers may be the present status of consultation in resource teaching. At the time of this study, only one participating school district (LEA 04) included consultation as a planned component of the resource teacher's job, and that was true for only a few resource teachers in that district. This suggests that consultation which does occur is probably haphazard and sporadic. Conversations with 30 resource teachers in five of the school districts participating in this research also indicated that this is the situation (Friend, Note 5); most teachers commented that consultation usually implied hurried conferences during lunch hour, lesson preparation periods, or before or after school hours. These bits of information imply that ongoing consultative relationships among special and regular educators are rare in schools, and so the regular class teachers may have had little consultation background on which to base their responses. These data may thus reflect a primarily undecided posture based on lack of experience. To test this possibility, it would be necessary to establish consultation as an integral component of the resource teacher's job in several school districts, and then to compare the attitudes of those teachers to attitudes of teachers in districts without such a program. Alternatively, it would at least be necessary to determine why the teachers in the present sample responded as they did.

Principals. The principals' within-role data are comparable if not identical to many of the regular class teacher results. There were essentially no differences among the principals' expressed attitudes based on their school district locations, the total length of their educational service, or the extent of their contact with resource room programs. As with the regular class teachers, three explanations seem possible: first, principals may truly be quite similar in their attitudes toward resource teacher consultation; second, principals may differ in attitude, but not on the basis of the variables identified in this study; or third, due to limited experience with any type of ongoing resource teacher consultation, they may be uncertain of how to respond to that role.

Attitude Among Roles

The second question posed in this study, regarding the existence of differences in attitude toward resource teacher consultation among resource teachers, regular education teachers, and principals, was answered affirmatively to some extent for each aspect of consultation examined.

In general, the three groups of educators expressed attitudes ranging from mildly negative to highly positive, depending on the area assessed. The most positive responses occurred on items concerning the potential impact a consulting resource teacher could have on both special education and regular education students, and on those concerning the outcomes of a consultative relationship for the teachers involved. Mean responses were lowest on items related to regular

class teacher responsiveness to consultation for resource teachers and principals, and or the feasibility of consultation for regular class teachers.

The most striking differences among the groups were found on RCT Responsiveness, and on items contributing to that scale. Regular class teachers perceived themselves as far more willing to receive consultative assistance than the resource teachers perceived them, while the principals' mean responses fell between those of the two teacher groups. These results suggest that a substantial discrepancy exists in the perceptions of the teachers who are involved (at least to some extent) in consultation. One is left wondering about the present status of communication between these groups of educators, and if the results are accurate, how that communication might be improved. It is interesting, too, to note the responses of resource teachers and regular class teachers on the item concerned with resource teachers' willingness to consult (Item 20) since this forms the complement to RCT Responsiveness. On this item, resource teachers responded far more favorably than regular class teachers. This also suggests that the teachers' perceptions of each other are somewhat discrepant. Alternatively, both these results may reflect a tendency on the part of each teacher group to view itself as generally more competent than other groups or more receptive than they to adopting an innovative role. Regardless of the explanation for the results obtained, it would seem that if consultation is to

be incorporated into both groups' school responsibilities efforts will have to be made to increase each group's understanding of the other.

Another noteworthy difference among the three professional roles occurred on the Feasibility scale and items. Principals and resource teachers responded similarly, with both groups expressing a somewhat positive attitude toward the feasibility of consultation. Regular class teachers, however, were considerably less favorable toward this aspect of consultation. This result strongly suggests that before consultation could become an accepted part of the resource teacher's job, ways would have to be found to establish its feasibility for regular educators. This would necessarily involve identifying specific concerns of this group and dealing with them. It seems likely that this task would fall to resource teachers, and again, open communication between the groups of educators would be important.

## Skills Needed by Consulting Resource Teachers

The third and fourth questions included in this study concerned the consulting skills resource teachers, regular class teachers, and principals perceived as needed by resource teachers. From the results presented in the preceding chapter, there can be little doubt that skills usually associated with a consultation role are perceived as necessary for resource teachers by nearly all the educators who participated in this study. This finding, however, raises several issues about expectations for resource teacher job performance. It appears that the

resource teacher is expected to be a sort of "super-teacher," that is, a teacher primarily responsible for the provision of direct instruction to special education students, but at the same time responsible for interviewing regular class teachers, scheduling regular conferences with them, observing students in their regular education classes, conducting workshops, linking teachers and students to other service agencies, and completing several other consultant activities. Whether this range of responsibilites can be adequately completed by one professional may seriously be questioned. It simply does not seem feasible for individual teachers to adequately complete all of the above tasks.

If this premise is accepted, two options exist. First, it may be that at least two resource teacher positions should be made from the present one. Perhaps, as in LEA 04, some resource teachers should be responsible only for consulting duties - for example, assessment, inservice, observations and problem-solving. Other resource teachers should spend their time only in direct instruction, functioning much the way a classroom teacher would. Several problems might arise in this type of division of responsibility, however. First, consulting personnel would not have the ongoing contact with students that provides detailed understanding of each child's strengths and weaknesses and the insight that gives for planning educational strategies. Second, the same personnel, by not teaching students, might lose credibility in the eyes of the regular educators who do teach, becoming, in effect, "outsiders." In addition, the

instructional resource teachers would have to rely primarily on information from others when planning instruction, rather than collecting much of the data themselves. They would also lose the opportunity to facilitate continuity between the resource room program and the regular education program.

An alternative to the option proposed above would be to re-arrange resource teachers' job priorities, assigning a greater portion (or, at least in many school districts, some portion) of that personnel's time to consultation. Some resentment might be voiced by regular educators over the resource teachers' necessarily reduced teaching load in this arrangement, but the problems identified in a consultant-teacher role separation would not be encountered. If regular educators were included in the planning and implementation of this modified resource room program, they could express their concerns and these could be addressed accordingly. This type of resource room program would conform more closely than those found in this study to the model recommended in the special education literature (e.g., Hawisher & Calhoun, 1978; Wiederholt et al., 1978).

## Resource Teacher Consultation Competence Perception Within Professional Role

The fifth and sixth research questions posed concerned educators' perceptions of resource teacher competence in the area of consultation. The data from each group of educators was analyzed after respondents had been categorized on the basis of the locale of their

school districts, their educational training, and the extent of their contact with resource room programs. As occurred in the analyses of attitude, the results indicate that a separate discussion of perception of resource teacher competence is necessary for each professional role.

Resource teachers. Differences were found to exist among resource teachers' self-ratings of competence when they were grouped on two different variables: possession of regular education teaching experience and type of school district. Resource teachers who had taught in a regular education setting and resource teachers teaching in metropolitan areas viewed themselves as more competent than other resource teachers on every item included in the Competence scale.

The above findings may be interpreted in several ways. First, having been a regular education teacher may contribute to understanding the problems and constraints that face those educators and thus increase confidence in dealing with them. Alternatively, since resource teachers with regular education experience probably have more teaching experience overall than other resource teachers, it may be that experience in general - regardless of type - contributes to feelings of competence. This explanation can be at least partially discounted because similar results were not obtained when resource teachers were grouped by amount of resource teaching experience. Although there was a tendency for resource teachers with more resource teaching experience to rate themselves as more competent than resource teachers with less experience, their ratings were not

consistently in that direction. Related to the ratings of metropolitan and non-metropolitan teachers, it might be hypothesized that teachers in metropolitan areas are more likely to have access to assistance (e.g., inservice training, consultants) in meeting consultation responsibilities. Another possibility is that skill in consultation is more likely to be a criterion for employment in metropolitan districts, although this seems unlikely. Conversely, since many non-metropolitan resource teachers are responsible for more than one school and these may be some distance apart, the time constraints under which they operate might legitimately be presumed to affect their perception of their competence in consultation.

It should be noted that, as in the analyses on attitude, these groups of educators are not independent samples. Because this study did not attempt to examine the relationships among within-role variables associated with the teachers' responses, whether regular education experience and type of school district are related cannot be stated. If they are, it is more likely that the regular-education-experience teachers are subsumed in the metropolitan group because of the distribution of respondents on those variables (see numbers of respondents reported in Chapter III).

Both of the above findings have implications for teacher training since it appears that regular education experience is valuable for resource teachers who interact with regular educators. Either that sort of experience should become a part of resource teacher training, or vicarious experiences - role plays, simulations, and

the like - should be included to at least sensitize resource teachers to the concerns of regular educators. In addition, these data suggest that non-metropolitan school districts may be an appropriate target for programs aimed at increasing resource teacher competence and confidence since educators in those areas rate themselves as less skillful. Each of the suggestions just made is dependent, of course, on the accuracy of the resource teachers' perceptions, and any sort of intervention to increase competence ratings would necessarily have to involve the full cooperation of the school districts and educators who would be involved.

Regular education class teachers. As was found in regular class teachers' attitude data, few differences existed among these teachers' ratings of resource teacher consultation competence, regardless of the variables on which they were grouped for analysis. Although specific groups' responses approached significance on individual items, no trends emerged through which to differentiate teachers. Three explanations for these findings seem possible: regular class teachers may truly be uniform in their perceptions of resource teacher competence; they may perceive resource teacher competence differently, but not when grouped on the basis of the variables examined in this study; or they may have responded out of uncertainty based on lack of experience with resource teacher consultation.

Principals

The only differences in principals' perceptions of resource teacher competence occurred when they were grouped by school district.

These differences tended to result from principals in LEA 03 and LEA 04 rating resource teachers as significantly more skillful than did principals in other school districts. If these ratings accurately reflect the principals' perceptions, it might next be appropriate to discover why they responded as they did. If certain characteristics define the principals and resource teachers in those districts, they may be useful for identifying problem areas in other school districts choosing to facilitate resource teacher consultation.

Perceptions Among Roles

The seventh research question posed was designed to discern whether differences existed among professional roles in their ratings of the competence of resource teachers in consulting skills. According to the data from this investigation, such differences do exist.

Ratings of resource teacher consultation skill ranged from moderately negative to highly positive. Principals tended to be the most positive in their ratings, with resource teachers rating themselves a close second. On the other hand, regular education class teachers perceived the special educators as somewhat less skilled than the other two groups viewed them. The greatest congruence occurred on the items assessing competence in establishing mutual trust with regular class teachers and in conducting inservice, the consensus indicating that resource teachers are very skilled in the former area, and least skilled in the latter.

The fact that resource teachers were seen by all groups as most skilled in establishing mutual trust with regular educators seems incongruous given the discrepancies that existed between these groups of educators in their perceptions of each others' willingness to consult. Although it seems unlikely, it may be that accurate perception is not a prerequisite to trust. It is also possible that the connotation of the trust item was such that the data reflect socially desirable responses.

The comparatively low competence ratings resource teachers received on conducting inservice seem to complement other data from this study on that aspect of consultation. Given time constraints and other job pressures, it seems unlikely that resource teachers do much inservice, nor are they generally expected to do so. Not surprisingly, then, they rate themselves relatively low in skill in this area, as do other educators. An alternative explanation for these data is that since resource teachers have less skill in inservice than in other areas, they do not consider it a priority in their job and do not provide inservice unless pressed to do so.

That regular education class teachers consider resource teachers so much less skillful than resource teachers perceive themselves is cause for some concern since it is unlikely that regular educators will be receptive to consultative efforts unless they perceive resource teachers as competent in that area. This finding has the implication that if consultation is implemented, as recommended in the special education literature, regular class teachers' input will

be required to determine that group's perception of how the consultation process should occur, and to ascertain how they feel resource teachers can best assist them.

## Problem Factors in Consultation

The eighth research question investigated dealt with potential hindrances to consultation, and the severity of those problems according to respondents within each professional role. Research Question 9 asked whether differences existed among the groups of educators in their ratings of the same problem factors. The results suggest that a great deal of similarity existed in the responses to the problem factor items made by the resource teachers, regular class teachers, and principals.

For all three groups, time was generally rated as a major problem encountered by a consulting resource teacher. The universality of this finding suggests that time allocation concerns will have to be addressed if resource teacher consultation is judged as important to include in the school program. Earlier, it was suggested that resource teachers' duties might be rearranged so that consultation could become an established part of those educators' jobs. In addition to those types of adjustments, however, the time constraints operating on regular class teachers should be recognized and insofar as possible, removed. This may be a more difficult problem than finding resource teacher time. Since resource teachers do not have assigned class groups, scheduling changes are feasible; this is not so for regular class teachers who typically have very little time

during school hours when they are not directly responsible for their class groups. One solution might be for resource teachers to consult with regular class teachers in the regular education classroom, the students being given independent assignments at that time. The potential distractions to all concerned limit the usefulness of this solution, however. If paraprofessional or volunteers work in the resource room program it might be possible to have those individuals supervise classes briefly so that resource teachers and class teachers could meet regularly. Yet another possibility would be to have resource teachers schedule consultation periods during different hours each day so that the likelihood of both regular and special educators having at least some time available for consultation would be increased.

One other interesting result from the problem factors section of the questionnaire is the rating given to the item on lack of resource teacher training in consulting skills. Although 85% of the regular class teachers and a like number of principals saw resource teacher training as little or no problem, approximately one-third of the resource teachers considered this somewhat of a problem. These results seem surprising when compared to the competence data. In those analyses resource teachers tended to rate themselves as more competent in specific consultation skills than regular class teachers rated them. While it is only speculation, these results may be explained by the phraseology used in the two sections of the questionnaire. The global term "consultation," used in the problem factors section,

may have been somewhat more threatening or more ambiguous to resource teachers and thus have resulted in their considering it a problem. The specific skills and activities in the competence section, however, may have been more understandable and therefore more likely to be rated positively by the special educators. The converse of these processes may have operated for regular class teachers.

## Resource Teacher Time Allocation

The final two questions included in this study concerned time utilization by the resource teacher. Research Question 10 asked how resource teachers and principals believe resource teachers' allocate their time during school hours among various duties and how they would allocate that time in an ideal resource room program. Research Question 11 asked whether there were differences between resource teachers' and principals' actual and ideal time estimates.

In general, resource teachers and principals were in close agreement on their estimates of how time is allotted for various resource teaching duties. Instruction of pupils was viewed as occupying approximately two-thirds of the school day, while consultation activities were allotted slightly more than a half-hour per day. These consultation data are slightly higher than those reported by Evans (1977), but are consonant with those reported by Sargent (1981). Taken together, the results of these studies suggest that no more than 7% or 8% of resource teacher time is typically spent in consultation with other teachers.

Both resource teachers and principals suggested that in an ideal resource room program, consultation time should be increased by approximately one-third its present level. This figure, which would represent an increase from approximately 30 minutes to 40 minutes out of a 7-hour school day, coincides with those of both Sargent (1981) and Evans (1977).

The concurrence of principals and resource teachers on their time estimates is encouraging since it implies accurate perception of teacher job responsibilities by administrators, but the actual proportion of time reported as allocated for consultation may be cause for concern. It does not seem that 30 or 40 minutes per day is sufficient time to adequately carry out consultation activities. The literature suggests that between 20% and 40% of resource teachers' time (that is, one or two complete school days each week) should be spent in regular education classrooms (Wiederholt et al., 1978). It seems reasonable that the finding discussed earlier that regular education teachers perceive resource teachers as only moderately competent may be partly attributable to the time factor. If resource teachers allot little time in their schedules for consultation and thus attempt to hurriedly complete such activities, it is not surprising that they are not viewed as being very skilled.

Of equal concern is the ideal time allotment given consultation by resource teachers and principals. While the increase from approximately 7% to approximately 10.5% is significant, the latter figure still falls far short of the recommended time allotment for

consultation tasks. This raises several questions. For example, is there a strong rationale for educators' belief that consultation should remain a minor component of the resource teacher's job? If not, another question is appropriate. Do the time estimates given by educators, for whatever the reason, suggest that there is a need to educate school personnel about the benefits that can result from a strong consultation program? In addition, is it possible to persuade educators to make the adjustments in resource teachers' caseloads and non-instructional duties that would be necessary to increase consultation time?

While the above questions are crucial if consultation is to occupy a greater portion of resource teacher time, a more fundamental issue remains unresolved at present. Many writers have recommended the consultant role for resource teachers, and have delineated the benefits for regular education and special education students, for regular class teachers, and for school administration when resource teachers consult. However, no data were located by this investigator which empirically support a consulting resource room program over what appears to be typical resource programs, i.e., those with minimal teacher-teacher interaction. Likewise, no studies were located which support the latter type of resource room program over the former. Because of this, it should be acknowledged that neither the position that consultation in resource programs is essential nor the position that it is of little importance can be adopted at this time with confidence inspired by empirical evidence.

## Limitations of This Study

In the preceding discussion, allusions were made to various limitations of this investigation. These may be classified as pertaining to the sample of respondents, the instrumentation employed, or the research method.

The generalizability of this research is constrained by the characteristics of the sample studied. At the most general level, because all the educators included in this project were from central and southern Indiana, the reported results are most applicable to that state and to school districts similar to those studied. It should thus be noted that one metropolitan school district contributed approximately 40% of the respondents in the total sample, and should therefore be acknowledged that this limits applicability to other school districts. It should also be recognized that the non-metropolitan school districts in this study were somewhat unique in that they were all cooperative special services units, and so caution is also warranted in applying these results to other types of rural systems. At the most specific level, the demographic characteristics of the respondents should be noted. Most of the resource teachers had five years or less of resource teaching experience and approximately half of them had been self-contained special education class teachers. More than half of the regular class teachers had taught longer than 10 years, and few possessed special education teaching certification. Finally, no principal in this study had

fewer than six years of experience in schools, and only three were licensed to teach special education. These educators' characteristics also determine appropriate generalization.

The instrument developed for this investigation imposes limits on the validity of this research. It has been assumed that the responses made by educators are indicative of their attitudes toward resource teacher consultation and of their perception of resource teacher consulting skill. Without further study, the accuracy of these assumptions should be viewed as tentative. In addition, care should be taken when interpreting differences among the groups' responses. While the scales utilized permit a ranking of individuals from most positive to least positive on attitude and skill rating, no statements are warranted about the strength of any one ranking in relation to another.

A third group of constraints on this study includes those imposed by the methodology chosen. This investigation was a descriptive study of selected school districts, and relied on self-report data. Even if the responses of the educators can be said to accurately reflect their attitudes and perceptions, whether these are idiosyncratic to the groups included in this research or whether they are associated with particular patterns of behavior was not determined through this project. That must become a matter for future study.

# CHAPTER V

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Despite the fact that consultation is a widely recommended role for special education resource teachers, little attention has been paid to that responsibility in the research literature. Specifically, skills needed by consulting resource teachers have seldom been clearly delineated, and few empirical data are available on educators' views of the consultation role. It was the purpose of this study to gather information on consultation provided by resource teachers from the perspectives of the educational personnel most directly involved in the consultation process: resource teachers, regular education classroom teachers, and principals.

A questionnaire was developed to assess educators' attitudes toward consultation, their perceptions of skills needed by resource teacher consultants, their ratings of resource teacher competence in providing consultation, and potential problems interfering with consultation. In addition, resource teachers and principals estimated the amount of time resource teachers spend in various school duties, and made recommendations for allocation of the resource teacher's time.

Differences among the responses of educators within each professional role were analyzed initially to determine whether school district locale, teaching experience, resource room experience or educational background affected attitude toward or perception of

resource teacher consultation. The educators' responses were then compared across professional role to identify similarities and differences among their views. Small but significant differences were found in attitudes toward consultation provided by the resource teacher among the educator groups, but few differences existed among respondents within each professional role. Overall, resource teachers were rated as somewhat skilled in consultation tasks. The major problem identified for a consultation program was time for the teachers to meet. Resource teachers and principals estimated that 7.5% of the resource teacher's time is allotted to consultation, and that this should be increased by approximately one-third to 10.5%.

It may be concluded on the basis of this research that consultation is a minor component of the resource teacher's job in Indiana. Little time is allotted for consulting activities, and while educators would like to increase that time, they would do so only minimally. In general, attitudes toward consultation tend to be neutral or undecided, both within and among professional roles. Discrepancies exist, however, in resource teachers' and regular class teachers' perceptions of each others' willingness to consult.

Though little time is spent consulting, nearly all educators feel resource teachers should possess the skills typically associated with consultants. Resource teachers view themselves as moderately competent in these skills, and principals perceive them nearly equally so. Regular class teachers are somewhat less positive in their ratings of resource teacher consultation skill.

For resource teachers, regular education teaching experience is associated with slightly more favorable attitude toward consultation and somewhat more positive self-ratings of competence. Regular class teachers and principals differ little in their attitudes and perceptions, regardless of school district or education backgrounds.

The major hindrances to consultation activity are resource teacher and regular education teacher time constraints, including the coordination between those educators of time available for consultation. Other factors which may be problems are regular class teacher resistance to consultation, inadequacy of resource teacher training in consultation, and lack of administrative support for consultation.

## Recommendations

This investigation represents an initial step in examining the role of consultation in the activities of resource teachers. It suggests several areas in which more information is needed, and if the position is adopted that consultation by the resource teacher is beneficial for students and teachers, it indicates possible areas for intervention.

First, additional research is recommended to determine whether variables other than those studied in this project are associated with specific attitudes and perceptions. For example, is attitude toward mainstreaming related to attitude toward consultation by resource teachers? Does completion of special education coursework

(not necessarily possession of certification) affect attitudes and perceptions? Such data might assist educators in planning strategies to facilitate the consultation process.

Information is also needed to identify the reasons for existing attitudes toward consultation. For example, are resource teachers' interactions with a very few uncooperative regular education teachers responsible for their perception that regular educators are somewhat unwilling to consult? Likewise, are regular class teachers' perceptions determined by single incidents with resource teachers? It would also be helpful to understand why principals believed that few of the possible hindrances to consultation were major problems. Is this a result of insensitivity to practitioner problems? Or is it possible that school administrators could devise organizational plans or strategies to overcome these hindrances?

Observational studies using ethnographic or specimen records to identify the behaviors that occur during consultation should be undertaken since there is some indication that consultation varies considerably among school systems. The list of unanswered questions on this process is extensive. For example, how often do resource teachers contact individual regular class teachers about shared students? Do resource teachers plan these contacts, or are they spontaneous? During what periods of the day and for how long do the teacher-teacher interactions occur? Do regular education teachers seek assistance from resource teachers for students not enrolled in the resource program? Can Sargent's (1981) finding that most

consultation time is spent on "school business" and not in discussion of shared students be replicated? And finally, are educators' expressed attitudes toward consultation predictive of their consultation-related behavior? The investigation of questions like these would enable the study of consultation by resource teachers to proceed from description based on self-report and interpretation to verification of the status quo based on observation, and might suggest appropriate ways of changing the consultation role.

A third area which warrants further study is the importance of consultation in relation to other resource teacher responsibilities. Conceivably, a two-step process could be employed. First, reasons for resource teachers' and principals' apparent satisfaction with the relegation of consultation to a minor role activity should be identified. If time constraints are their major concern, it should be possible to find means of adjusting educators' schedules to minimize those constraints. If educators believe that consultation is a "waste of time" that could better be spent in instruction, consideration should be given to disproving those beliefs. Second, empirical evidence of the efficacy of resource room programs should be sought. Resource room programs in which consultation is a major role responsibility should be compared to those in which teacher-teacher interactions are minimal. The data from such research should include teacher satisfaction ratings, reports of attitudes toward and perceptions of each program, and also records of student academic and social achievement in both types of administrative

arrangements. Until this second step of studying consultation in relation to other role responsibilities of the resource teachers is undertaken, interventions to facilitate consultation will continue to be based primarily on conviction and speculation and not on data.

Yet another area for additional study is the job description of the resource teacher. Conversations with special education directors designed to obtain information for this project revealed that few school districts have such job descriptions, and those that do tend to define responsibilities in vague terms. Although the resource teacher's job is by its very nature dependent on a great deal of flexibility, the absence of any parameters on the requirements of the position may result in confusion. It seems unlikely that consultation, a somewhat nontraditional role for educators who are considered "teachers," will be adopted as a legitimate duty unless it is clearly defined in a description of the resource teacher's job.

Because the entire purpose of advocating a consultation role for resource teachers is to facilitate the integration of special education students into regular education settings, a final area recommended for study is the impact of consultation on teacher perception of mainstreamed students. It might be asked whether consultation affects regular educators' attitudes toward mainstreaming and their acceptance of handicapped children. It should be ascertained whether these teachers are more likely to modify their class

environments when consultation is an integral part of the resource room program. Further, it would be helpful to know whether a consulting resource teacher, that is, one who regularly spends time in regular education classrooms, is able to reduce the stigma often associated with attending special education classes.

In summary, this investigation has described consultation in resource teaching in an indirect manner, from the points of view of regular and special educators. The information which was gathered raises many questions about the functions of the consultation role and the relative importance of that role in planning and implementing effective educational programs for handicapped youngsters. It also suggests the need for the direct assessment of the consultation process as it operates in the public schools. There appears to be a wide gap between the resource room program models presented in the special education literature and the resource room programs in schools; it does not seem likely that decisions can be made about the merits of such service delivery systems until more is known about the programs themselves.

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# Appendix A

## Respondent Comments

## Respondent Comments[1]

### Resource Teachers

10611-I feel the effectiveness of the resource program would be greatly reduced without consultation with the regular classroom teacher.

11511-My students have told me that they become nervous and unnatural when they realize that someone (such as a helping conference teacher) is observing them. The presence of someone else in the classroom, not usually present, often alters behavior of a number of students, and the resultant observation is not valid.

I am opposed to any adoption of procedures that makes the resource program less flexible and less adaptable to the student. I do not really believe constant conferring with the regular class teacher will improve things-it will simply take time needed by the student or by the res. teacher to develop new and interesting material to fit his needs. When there is a reason to confer, it should be done quickly and specifically. The res. tcher should always be available if the reg. tcher wishes to discuss a child's work; also, if a parent wishes to do so. In my observation, the proliferation of conferences and paperwork is a stumbling block to procuring help for a child needing it from a teacher specially trained to provide it.

I am concerned about some of the I.E.P.'s prepared largely by persons who do not know the child, and the sometimes different levels of achievement or areas of deficiency identified by the resource teachers's series of tests and evaluative exercises. Resource teachers, during their training, were made aware of their responsibility for identifying these deficiencies (and strengths) and for planning a program to raise the student's functioning level, as well as remediating specific weaknesses. A rounded program will ultimately improve the student's work considerably more than if the tchr is considered a sort of aide to work only on the recommendations of others.

12011-Many questions are not accurate due to continum of teacher (regular) attitudes and teaching abilities. Some teachers would welcome and cooperate fully while others would not cooperate due to atfitude, teaching skills, or rejection and stereotyping of child. With some teachers no matter how expert one was in the intervention and counseling techniques little effect could be made in adjusting curriculums or support systems that are needed.

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[1] These comments were copied directly from respondents' questionnaires, including grammar, spelling, and punctuation.

13011-I feel that consulting skills are vital for resource teachers. I participated in Instep last year so I feel pretty confident in this area. However, time is still a limitation on both parts. Also some regular class teachers are of the opinion, "The more time you can have Johnny out of my room the better." PR is half of the job of a resource teacher. I will be glad to do anything I can to help.

13211-Consultation occurs as common sense & need dictates during lunch, prep, & before & after school-I may act as a supplement to a regular teachers program, continue and supplement a regular teachers program or take over a whole subject (usually only reading & math) & have the regular teacher supplement.

13411-(in reference to Item 12, first part) Although other activities are accomplished during the day, no relief time is given: for example I'll schedule conferences during my preparation time and then have my lesson plans done at home at night.

14611-It should be taken into consideration that a large number of classroom teachers have not had experience, awareness, or formal educ. training in the areas of exceptionality. Therefore, what looks like a problem is often misinterpreted and dealing with it does not take priority until there is crisis behavior in evidence.

15311-Dr._____has an excellent resource room course she offers through IU Bloom. Talk w/her & please include this class in the undergraduate level. When I got my job, much was not known or said about the resource room's functions. Thanks!

16311-I feel resource is a very effective way of teaching due to it being on an individualized basis. The only problems I've had is with principals feeling that you are doing nothing because you do not have 35 children in your group.

Some schools overload you and you cannot get through to all your students.

16811-The resource teacher is rather in "no man's land" sometimes. Responsibilities of cooperation between regular classroom teacher and resource person should be better defined.

18111-The role of consultation with teachers is one of the most difficult to do on a continual scheduled basics. I have used used a written form indicating what has been done with the child for the previous month. This works well for those teachers who read it!

30311-Excellent aspect to look at. I have been a big advocate of requiring a dual role for a sp.ed. teacher, that being consultant and that area in which s/he teaches. All sp.ed. teachers should have training in the consulting area regardless if they are consultants.

Educating and training reg. teachers in mainstreaming allows child to be mainstreamed more & more successfully. Also its role is fantastic in helping the reg. teacher provide more adequate instruction to the children who do not qualify for sp. services but need more help.

30411-I have always been amazed that NO ONE supervising me has ever provided me with any standards for instruction or scheduling, neither have they provided a job description, i.e., no one ever asked/told me to any consulting!

30811-I appreciate this survey. I think teacher consultation is very important in the success of our students. I would be happy to discuss this with you.

50511-It is my feeling that everyone expects resource teachers to do all that regular teachers do (for example duty) plus, stay after school daily if necessary and not complain!, be on beck and call for teachers, parents and administrators, deal with all and any handicapped kid in a mixed classroom, train a paraprofessional and etc. I want to be a consultant. I feel that many of my students could survive successfully without direct services if I could be an effective consultant and if I could do it during the school day on the teacher's time. I'll get off my soapbox!

51011-Many skills are needed to effectively manage a resource room adequately. However, with the many demands the govt. places on the LRC teacher, it is very difficult to use these skills effectively due to the lack of time one has. The paperwork and the caseload takes away from efficiency of an LRC.

52411-With all the paperwork, reports (State and Federal) that are required of Sp.Ed. programs, and all the various cut backs that we are just beginning to see - it really does concern me. The LRC teacher has a lot of different responsibilities demanding a large amount of his/her time.

Over the past 5 years, the procedures for finding the children in the regular classroom that need special help have improved. The psychometrists are doing a very effective job of identifying our students and giving excellent advice as to how to remediate the problems...but with this improvement also comes an increase in the number of students the LRC teacher is expected to work with each day. As the teacher's case load increases, his/her effectiveness consequently decreases because the hours in the school day remain the same. The idea behind "individual education programs" is excellent but it's starting to be extremely hard to maintain the mainstream and achieve the goals desired for the individual children.

60311-This was very interesting. One big problem that exists in our co-op is many of the children that come to me are from different schools which makes it almost impossible to interact with them.

60511-As I am not sure how you are defining a resource room, I should add that I am in fact servicing three elementary schools. I spend three half-days at two schools and four half-days at the other one. Needless to say, this amount of time is very inadequate for all concerned. There is no set time for interaction with classroom teachers or for testing and conferencing. All this must be done before or after school, during recesses, or by cancelling time with students.

I feel trying to adequately service the needs of the students and teachers is impossible under these conditions. In my opinion, services should be adequately set up or not at all. I have no magic wand to wave around to cure these students; it takes time as well as dedication and skill.

Classroom teachers are often reluctant to have their students miss time from their classes as they are the ones giving the grades. My students are required, for the most part, to make up work missed while they are working with me. This isn't a very fair arrangement, but I do understand the classroom teachers' attitudes.

70311-The success of consultation depends a great deal on the flexibility and cooperation of the regular classroom teacher. The teachers who are cooperative and willing to make changes for a student usually help him a great. These children make greater strides than those children who have very traditional teachers who will not make exceptions or changes.

Regular education classes need to spend more time on teaching how to individualize. Running off the same ditto for all 30 kids doesn't work any more - actually its never worked - but it is easy and convenient.

70611-Having 3 schools to go to, the middle school is short-changed in amount of time before/after scheduled time to talk w/teachers.

Feel that some reg ed teachers misinterpret resource teachers roles as tutorial. Some even send daily work that child isn't having w but needs to finish.

Some teachers have adjusted very well to adapting their schedules around resource time. Others have not - child suffers as he misses out on new instruction and also may be burdened/frustrated w making up everything that he's missed.

If reg. teacher has more than 1 child to mainstream prefers that they go at same time regardless of skills needed.

80911-I feel as though some of the regular classroom teachers I work with would not do their part in any form of consultation offered. They have their "own" way of teaching and feel as though they can teach "any" student!

81211-I would like to see the resource position become one of providing more materials and activities for use in the regular classroom, especially in the content areas. I don't need so much more time to consult as much as I need time to prepare materials for regular class use (i.e., tapes, seatwork, activities, etc.)

81311-It seems that many resource programs create more problems than they solve. The bureaucracy involved grows ever more expensive and tangled. The results are so minimal as to be immeasurable; so many of the students identified are already at the bottom of the academic heap. I really wonder if this extra "layer" of the special ed. machine is justified.

The designs for programs look so good on paper and are such a mess when applied. What we've done is created a new language, "specialeze" - and a lot of new forms to complete.

82011-Because I travel between schools and spend half-days only at each school, my time is very limited to speak with teachers. They do fill out weekly assignment sheets for me. These have a section for comments and concerns. If I had a daily free period I could probably do a better job, but that is hard to justify when my time is so short with the kids.

Regular Education Classroom Teachers

10321-I felt that at our particular school, the regular classroom teacher and the resource teacher have a terrific means of communication. That is due to the personality of our resource teacher, she's very concerned about her students.

10721-I have appreciated and enjoyed having my children working with Mrs. _____. I feel the role of the resource teachers is not defined in enough detail for the administrative staff to understand. I feel the central office should do more to correct this problem. Our resource teacher must go to an early school in the morning and a late school in the afternoon.

11421-If the conference teacher in our building were to meet regularly with individual teachers in a structured meeting, (case load of 30) I don't know when she would have time to work with the children. Often, administrative duties take too much time & the children suffer.

I also feel we often give so much time & attention to the handicapped children in our room that the other children in the room receive much less attention than they should. They should be & feel "special" too. Smaller classes could benefit all.

11621-Resource teachers could be very valuable to teachers and students, both. As I have observed, the resource teacher attempts to help the student only with homework, has little discipline, does no planning (not even a schedule), and has no communication with classroom teachers. I doubt that the idea behind mainstreaming was to be so ineffective. If students could really pick up needed skills to function better in reading and math, the resource teacher would be very valuable and everyone would benefit.

12021-I have had professional contact with only two resource teachers and have found their approach quite different. I feel our present resource teacher here at _____ quite skillful and helpful in all professional areas.

12721-Classes are inconsistent. Often pupils' resource time is cancelled more than it is held in session. The continuity is shattered,and there is sporadic or little achievement as a result. Actual pupil aid appears to be the last priority of the program whereby, I feel it should be the first.

13211-I have several children in my "low" ability third grade that need a resource program; however, the amount of time that it is taking (months) to get these children in such a program is very discouraging. No one has been placed yet this year from my room. I filled out numerous reports for each child that was very time consuming. I feel that for some slow children who needed help, an entire year of special help was lost for them. Parents keep asking me when their child will be admitted to the program. What am I to tell these parents after they have been waiting for seven months?

15121-Many of the problems that exist could be solved if time was provided for consultation, if the class load of the regular teacher was lighter and if a mutual agreement between the 2 parties was established as to roles and procedures.

15521-Resource teacher should be highly trained in remedial reading and should be able to provide constructive follow up for the classroom teacher's use. There should be no "hit or miss" practices but well thought out individual programs for maximum benefit to the students.

17621-I feel a real need for more curriculum coordination between the regular classroom teacher and the resource teacher. Our resource teacher is very good, but she has [illegible]e time to consult about a set course of study. Oftentimes, what we're doing in class is not covered in resource. It would be good if curriculum guides were given to both the classroom & resource teachers, so a more unified and thorough approach could be taken.

17921-I have been involved with resources programs in different schools. At one particular school the program was very effective. The resource teacher picked the children up and brought them back to the regular classroom, because they needed close supervision. She was continuously informing what she was doing with the children, I could offer her suggestions and she would do the same for me. We worked together as the program should be done. Presently, I'm not aware of what my children do in resource, only if the child should happen to show me some of his work or if I ask the resource teacher what are you doing. I'm never asked what I think they need help with.

To be effective the resource and regular classroom teachers must work together and be aware of what both are doing.

18421-I think the resource teacher needs to find out what the regular teacher is doing with the child in the basic subjects. (reading, spelling, math) these in particular. The resource teacher needs to work right along with the regular teacher. As I said before, Mrs. ___ at school ___ now is the only one that checked with me all the time and worked with me. She is the best one I've had. It did take some time but we did it. We passed notes to and from all the time. She was really interested in the children. I felt we made progress with the children.

18621-Consultation should occur between resource and regular teacher. However, it would only be successful if both had a regularly established consultation time during school hours.

19121-Time is of essence. Most regular classroom teachers have so many students that is a problem to relate to the resource person's interest in two or three mainstreamed students in a class that is already crowded. The regular teacher is not uncooperative but must also meet the needs of the other students in the class.

To adequately work with mainstreamed students requires that the class size be much smaller than current and/or the number of class taught per day be fewer.

19421-As a classroom teacher, I have only one period free during the day and that is used for class preparation therefore consultation time is limited.

The classroom teacher does not need to be involved to the extent that this questionnaire indicates.

19521-The resource teachers at my school are very helpful to both other teachers and parents. Case reviews are held each semester to plan for the following semester. Teachers, parents and students along with the social worker & administrators work as a team to ensure that each special ed. student mainstreamed or otherwise receives the best possible education. It is not uncommon for a regular teacher to ask a special ed. teacher for help with a problem concerning a special ed. student.

40421-Resource teachers are too overloaded to perform the duties expected of them.

41221-We have a central office location for our resource teachers. Their schedules must be full. I am still awaiting information on a student referred last Oct. Another student, referred in Jan., has yet to be seen. In our particular system, it takes far too long for a child to be tested, evaluated, and/or properly placed. I have taught in the system for 17 years and have, at the most, referred five children for evaluation.

41523-They are extremely helpful, and I honestly can't think of a time when I went to them with a problem and we didn't come up with a solution.

50421-Our resource teacher has done an excellent job! Although we do not always consult on a daily basis we do communicate often and if she is not available I can usually talk to her aide and discuss any problems that arise. I feel it is very important for the resource teacher to have an aide to help her and free her to make observations, consultations, etc.

50521-I have two students who are presently working in resource. I am able to see their work improve because of it and I am able to help them by being more aware of special problems they might be having with my assignment. I appreciate the help from our resource teacher and welcome more involvement at any time made possible.

52421-Our resource teacher is very knowledgeable, and agreeable to giving her time for consultating. However, her time is limited due to a full schedule. We have little, if any, planned sequence for problem-solving between resource-regular teacher - most is impromptu.

60421-I feel consultation between the resource teacher and regular teacher naturally would be beneficial for the students. However, I have a fear of it becoming too time consuming and involving more busy work. I'd like to see an organized system but not to the point of demanding "too much time and effort.'

60521-I feel resource teachers should be at the school full-time, not this ½ day schedule. We have put up with this for 6 yrs. The results have been very poor. I surely can't see how a student can be helped in one or two 45 minute periods a week. All our special education, learning disability, developmental reading, title programs need to have a serious evaluation.

60622-Our schedules do not permit me to evaluate our resource teachers accurately. In other words, we lack time for consulting.

60821-The "regular" classroom teacher, first of all, is a poor title. The title "resource" teacher is just as bad. In actuality the classroom teacher should be used as a resource because people trained in these special programs loose their objectivity and can not see anything other than their own little world.

Speaking for myself-I cannot spend time outside the classroom with meetings, consultations, and "red tape." It appears to be another parasitic program.

70721-Perhaps the resource teachers are not trained to help the gifted but I do believe this is an area which may be neglected.

80621-Probably the time element and case load of each resource person is the biggest single factor in limiting their effectiveness.

81021-I have not been very pleased with the resource program as it is currently operating. I do not feel the resource teacher is being utilized fully. Her schedule is so crowded and filled with children of varying learning problems I do not see how she can possibly give each child the individual help he/she needs. For example, I have two children in the program one child will be repeating grade 1 and has "auditory problems" and the other child will be going on to second grade and has "visual problems." These two children are in the same group & visit the resource teacher for the same 20 minute block of time. I am not blaming the resource teacher. My children were tested late in the year and consequently she had a very limited amount of time left in her schedule. I'm sure she is attempting to help these children the best she can under the circumstances.

But I do not see how we can have an effective program when it operates in this manner. As for conferring with the resource teacher, I hardly even see her, let alone confer with her. Case conferences are scheduled from 7:30-8:00 which would normally be the time for us to confer and of course she leaves mid-day to visit her other school, giving us no time for conferences.

I have no idea how many children she is working with but considering the fact that she is working with "learning disabled" chidren shouldn't her case load be smaller than a regular classroom's size? If this was the case the children might be better able to benefit from all the extra training and skills that these "special teachers" have acquired supposedly to help these "special" children.

82121-It is my opinion, and I believe the opinion of most of my colleagues, that "special" students should not be mainstreamed. I would use the term "special" to include gifted as well as learning disabled students. I do not feel that it is in the best interest of these students to be placed in the regular classroom, and I do not feel that they can ever reach their full potential there. I am not as concerned with how the resource teacher can help me as I am with how the resource teacher can best help the students. I feel that the answer to that is not mainstreaming, but scheduling those students into a resource room for as much of their academic instruction as possible.

82221-Much of the success of the program depends on the individual teachers involved; their attitudes and their skills.

Principals

10731-When program first began it seemed helpful. Now with the opportunity for part time placement the Resource Teacher is of little help. Presently our resource teacher has 2 hours each afternoon in building. With never more than 5 students assigned to her, she takes them from 30-40 minutes four days a week. This limited amount of time for instruction is not very productive. If these 5 students could be classified part time and assigned to her for the full afternoon surely the results would be more satisfactory.

14731-It might be helpful if some time during the regular teacher's day - perhaps 20 minutes or so per week - could be designated as conferencing time when regular teachers and resource teachers can meet to discuss pupils in the program. This would diminish any negative attitude on the part of regular teachers in relating to the resource teacher.

14931-Very little effort is made to close the gap between teacher and resource teacher. My experience has been resource teachers take too much time getting ready for these children and not actual on task. It could be that too much paper work is required and in most position this is the problem. I would like to see resource teachers start immediately with the conferencing with teacher, getting the children immediately and on with the task of learning.

17731-Resource teachers need more building assigned time if they are to increase their effectiveness. Many barely have time to instruct students in accordance with the IEP, therefore limiting the amount of time they can spend in consultation.

52931-We have had some difficulty in the past with the understanding of roles of our teachers and the resource teacher. Grading has also been misunderstood by some. We have even had an inservice workshop to discuss grading procedures and techniques. The quality of the resource teacher dictates the confidence of the teachers with their consultation.

60531-I feel that our program is not effective, because of the limited time the LD teacher can be at our school. I feel that our classroom teachers and our LD teacher are competent, but there is just not enough time which can be scheduled for the needs of the students, and for the teachers to hold the necessary conferences regarding the progress of the students, effective procedures to be used with them, etc.

70931-The resource teachers through the years have been helpful to students with learning problems in the regular classrooms.

One disadvantage of this type of help for learning problems is that this type of position is used as an interim job or stepping stone to a regular or special ed. full-time position; thus, the turnover in the resource position has occurred quite often.

Open communication (formally, informally) between resource-regular teacher about mutual students is a must.

71831-Like most things in education where more than one person is involved, the attitudes and personalities of the people involved are critical factors.

80431-The success of a resource program depends on the credibility of the resource teacher and his/her ability to relate to the classroom teacher.

81231-I feel the role of the resource teacher is very important in any school environment. There are many learning and emotional handicaps which cannot be dealt with totally in the regular classroom.

82031-Resource programs should be staffed by at least a full-time staff person in each bldg.

# Appendix B

## Questionnaires

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# Questionnaire on Interactions Between Resource Teachers and Regular Class Teachers

PROJECT
CSAI

cith CENTER FOR INNOVATION IN TEACHING THE HANDICAPPED
School of Education Indiana University Bloomington

Directions

Resource room programs have become increasingly popular as special education service delivery systems. In these programs, handicapped students receive special assistance from a resource teacher for part of the day, and are assigned to regular education classes for the remainder of the day. Little attention has been paid, however, to the nature and content of resource teachers' consultation activities, that is, their interactions with the classroom teachers with whom they share students. It is the purpose of this survey to determine your perception of the consultation aspect of resource teaching. With the information that you and other educators provide, I hope to shed light on what resource teachers' consultation activities are now, and what educators feel they should be.

Please complete this survey at your earliest convenience, but during the next week. It should require no more than 15 minutes of your time. Indicate your response to each item by writing your answer or marking an "x" in each appropriate space. Then place the survey in the attached envelope, and return it to the principal's office. When the results of this survey have been compiled, they will be made available to you through your principal.

The number on the cover page is for accounting for surveys returned, and not for individual identification. *YOUR RESPONSES WILL BE KEPT STRICTLY CONFIDENTIAL, AND WILL BE REPORTED ONLY ANONYMOUSLY.*

Your time and effort in completing this survey are truly appreciated--thanks for your help.

## Background Information

1. Including the present year, for how long have you been a resource teacher?

___ 1 year or less ___ 2 to 5 years
___ 6 to 10 years ___ more than 10 years

2. In what level(s) of school do you teach?

___ elementary ___ middle school/junior high ___ high school

3. For which type(s) of children do you provide service?

___ learning disabled ___ emotionally disturbed/behaviorally disordered
___ physically handicapped ___ educable mentally retarded
___ visually impaired ___ hearing impaired
___ other _____

4. How many children make up your total caseload?

___ 0-10 ___ 11-20 ___ 21-30
___ 31-50 ___ more than 50

5. On the average, how many children do you work with each day?

___ 0-10 ___ 11-20 ___ 21-30
___ 31-50 ___ more than 50

6. In addition to being a resource teacher, which other school position(s) have you held?

___ no other position held ___ special education classroom teacher
___ regular education classroom teacher ___ other _____

*IF YOU HAVE BEEN A REGULAR EDUCATION CLASSROOM TEACHER, PLEASE ANSWER ITEMS 7 AND 8.*
*IF YOU HAVE NOT, SKIP TO ITEM 9.*

7. As a regular class teacher, in what level(s) of school did you teach?

___ elementary ___ junior high/middle school ___ high school

8. For how long were you a regular education class teacher?

___ 1 year or less ___ 2 to 5 years
___ 6 to 10 years ___ more than 10 years

9. What is the highest degree you hold in education?

___ B.S. or B.A. ___ Ed.S.
___ M.S. ___ Ed.D. or Ph.D.

10. In what manner were you trained for the consultation aspect of your resource teaching job?

___ no training ___ university coursework
___ workshop(s) ___ personal communication with principal or supervisor
___ other _____

11. How much training have you received in consultation skills? *(NOTE: Please indicate clock hours, not semester hours)*

| | |
|---|---|
| ____ no training | ____ 11-15 hours |
| ____ 1-5 hours | ____ 16-20 hours |
| ____ 6-10 hours | ____ more than 20 |

12. Approximately what percentage of time do you spend in each of the following activities during regular school hours? *(NOTE: Please be sure your total equals 100%)*

| | |
|---|---|
| Direct instruction of pupils | ____ % |
| Consultation with class teachers | ____ % |
| Preparation of lessons and materials | ____ % |
| Testing and assessment | ____ % |
| Participation in parent/case conferences | ____ % |
| All other duties and activities: lunch, bus and hall duties, etc. | ____ % |
| Total | 100 % |

13. If you were given the opportunity to design an ideal resource room program, that is, one which made the best use of resource room teacher time and skill to provide maximum benefits for special education students, what percentage of time would you allot to each of the following activities? *(NOTE: Please be sure your total equals 100%)*

| | |
|---|---|
| Direct instruction of pupils | ____ % |
| Consultation with class teachers | ____ % |
| Preparation of lessons and materials | ____ % |
| Testing and assessment | ____ % |
| Participation in parent/case conferences | ____ % |
| All other duties and activities: lunch, bus and hall duties, etc. | ____ % |
| Total | 100 % |

14. If you were told that effective immediately you were to spend a portion of each school day consulting with class teachers about the special education students in their class(es), to what extent do you think each of the following factors would be a problem in your consulting role? (Mark an X in one box for each item)

| A major Problem | Somewhat of a Problem | Little or No Problem | |
|---|---|---|---|
| ☐ | ☐ | ☐ | a. Lack of resource teacher time for consulting |
| ☐ | ☐ | ☐ | b. Lack of regular class teacher time for consulting |
| ☐ | ☐ | ☐ | c. Regular class teachers would be unresponsive to consultation efforts |
| ☐ | ☐ | ☐ | d. Resource teacher feels consultation should not be part of his/her job responsibilities |
| ☐ | ☐ | ☐ | e. Resource teacher feels untrained to undertake consultation tasks |
| ☐ | ☐ | ☐ | f. Lack of support from school administration |
| ☐ | ☐ | ☐ | g. Other_____ |

## Attitudes Toward Resource Teacher Consultation

Resource teachers have differing opinions about the place of consultation in their jobs. The following statements reflect a variety of views on that consultation role. Please indicate your opinion by marking an "x" in the space which best describes your agreement or disagreement with each statement.

| strongly agree | agree | neutral/undecided | disagree | strongly disagree | |
|---|---|---|---|---|---|
| | | | | | 1. Consultation should be an essential complement to the instructional component of the resource teacher's job. |
| | | | | | 2. Regular class teachers are eager to receive assistance from resource teachers in working with their mainstreamed learners. |
| | | | | | 3. Both regular class teachers and resource teachers already have well-defined roles, and consultation attempts would only confuse matters. |
| | | | | | 4. School administration is supportive of regular class teachers' and resource teachers' efforts to consult with each other. |
| | | | | | 5. If regular class teachers and resource teachers interacted on a regular basis, mainstreamed students could more easily be able to apply skills learned in the resource room to their regular class work. |
| | | | | | 6. By sharing their understanding of handicapped students, resource teachers and regular class teachers could better plan strategies to work with them. |
| | | | | | 7. Resource teachers' schedules are too crowded to allow time for consulting with regular class teachers. |
| | | | | | 8. Regular class teachers are generally unresponsive to resource teachers' attempts to consult with them. |
| | | | | | 9. Since they share responsibility with regular class teachers for students' educational programs, resource teachers are the best people to consult with class teachers. |
| | | | | | 10. With sufficient effort, time could be found in regular class teachers' schedules to enable them to consult with resource teacher |
| | | | | | 11. A consulting resource teacher would have the effect of undermining regular class teachers' authority with their mainstreamed pupils. |
| | | | | | 12. Contact between resource teachers and regular class teachers is often haphazard and ineffective. |
| | | | | | 13. Remedial instruction is more important in resource teaching than is consultation activity. |

| strongly agree | agree | neutral/undecided | disagree | strongly disagree | |
|---|---|---|---|---|---|
| | | | | | 14. If they consulted with regular class teachers, the resource teachers' job would eventually be eliminated. |
| | | | | | 15. By consulting with resource teachers, regular class teachers would learn strategies valuable for dealing with many pupils in addition to those identified as handicapped. |
| | | | | | 16. Resource teachers generally lack understanding of the problems which face regular class teachers who teach mainstreamed pupils. |
| | | | | | 17. Resource teachers are the most help to regular class teachers when they schedule mainstreamed learners into a resource room for as much of their academic instruction as possible. |
| | | | | | 18. Consultation between regular class teachers and resource teachers would not make much difference in handicapped students' education. |
| | | | | | 19. Class teachers prefer that resource teachers not try to consult with them. |
| | | | | | 20. Resource teachers wish to provide assistance to regular class teachers in dealing with mainstreamed learners. |

## Resource Teaching Skills

The following list includes skills and activities identified as sometimes valuable to consultants in working with regular class teachers. Please respond to each statement in two ways:

First, indicate whether you think each skill is needed by resource teachers. Mark an "X" in the YES column if you feel the skill is needed by resource teachers; mark an "X" in the NO column if you feel the skill is not needed.

Second, rate your own current level of skill. Mark an "X" in one box for each item to show where you feel your skill level lies on a continuum from little skill to much skill. Please be frank in your estimates.

| | NEEDED SKILL? | | AMOUNT OF SKILL YOU HAVE | | |
|---|---|---|---|---|---|
| | yes | no | little | some | much |
| 1. "Brainstorming" with a regular class teacher to generate possible solutions for a child's specific classroom academic/social difficulties. | | | | | |
| 2. Systematically evaluating interventions devised by the resource teacher and the class teacher to determine whether they are proving effective. | | | | | |
| 3. Interviewing regular class teachers for academic, social, and/or behavioral information about a child as a first step in assisting a teacher with that mainstreamed learner. | | | | | |
| 4. Observing in classrooms and other school environments to clarify the nature of the problem a child is having. | | | | | |
| 5. Including the regular class teacher as an equal partner in planning and carrying out programs for mainstreamed learners. | | | | | |
| 6. When conversing with regular class teachers, occasionally paraphrasing what the teacher is saying to be certain of understanding his/her meaning. | | | | | |
| 7. Utilizing a planned sequence for problem-solving in working with regular class teachers concerning mainstreamed learners. | | | | | |
| 8. Establishing mutual trust with the regular class teacher. | | | | | |
| 9. Regularly scheduling conferences with regular class teachers to discuss mainstreamed learners' progress and problems. | | | | | |

| | NEEDED SKILL? | | AMOUNT OF SKILL YOU HAVE | | | | |
|---|---|---|---|---|---|---|---|
| | yes | no | little | | some | | much |
| 10. Resolving conflicts with regular class teachers in ways that minimize everyone's "hard feelings". | | | | | | | |
| 11. Using specific techniques to facilitate interpersonal communication with regular class teachers. | | | | | | | |
| 12. Assisting the regular class teacher to identify potential positive and negative consequences of planned interventions. | | | | | | | |
| 13. Conducting inservice workshops/skills training sessions for individual or small groups of regular class teachers. | | | | | | | |
| 14. Probing to discover whether the problem a regular class teacher states a mainstreamed learner is having is as he/she describes it or whether other factors are involved. | | | | | | | |
| 15. Arriving at and explicitly stating a mutually satisfactory definition of the problem to be solved by the regular class teacher and resource teacher. | | | | | | | |
| 16. Explaining one's own perception of a problem situation to the regular class teacher. | | | | | | | |
| 17. Functioning as a "resource linker" between regular class teachers and other available individuals/agencies that might be of assistance to the teacher. | | | | | | | |

Thank you for your cooperation in partic'pating in this survey. Any further comments you wish to make about the questionnaire or about resource teachers' roles and responsibilities would be appreciated, and may be added on this page. Please return your survey to the principal's office when you have completed it.

* * * * * * *

Would you be willing to share further your ideas about resource teaching? A follow-up to this survey will include brief interviews with resource teachers about their roles and responsibilities.

If you are interested in participating, please provide the information requested below, and you may be contacted to arrange a convenient time for an interview. As with the survey, you may be assured that your comments will be kept confidential, and will only be reported anonymously.

NAME: _____

PHONE NUMBER: *area code* (  )  _____

BEST TIME TO REACH YOU
AT ABOVE PHONE NUMBER: _____

# Questionnaire on Interactions Between Resource Teachers and Regular Class Teachers

PROJECT CSAI

cith CENTER FOR INNOVATION IN TEACHING THE HANDICAPPED
School of Education Indiana University Bloomington

Directions

Resource room programs have become increasingly popular as special education service delivery systems. In these programs, handicapped students receive special assistance from a resource teacher for part of the day, and are assigned to regular education classes for the remainder of the day. Little attention has been paid, however, to the nature and content of resource teachers' consultation activities, that is, their interactions with the classroom teachers with whom they share students. It is the purpose of this survey to determine your perception of the consultation aspect of resource teaching. With the information that you and other educators provide, I hope to shed light on what resource teachers' consultation activities are now, and what educators feel they should be.

Please complete this survey at your earliest convenience, but during the next week. It should require no more than 15 minutes of your time. Indicate your response to each item by writing your answer or marking an "x" in each appropriate space. Then place the survey in the attached envelope, and return it to the principal's office. When the results of this survey have been compiled, they will be made available to you through your principal.

The number on the cover page is for accounting for surveys returned, and not for individual identification. *YOUR RESPONSES WILL BE KEPT STRICTLY CONFIDENTIAL, AND WILL BE REPORTED ONLY ANONYMOUSLY.*

Your time and effort in completing this survey are truly appreciated--thanks for your help.

## Background Information

1. Including the present year, for how long have you taught?

___ 1 year or less ___ 2 to 5 years
___ 6 to 10 years ___ more than 10 years

2. In what level(s) of school do you teach?

___ elementary ___ middle school/junior high ___ high school

3. Including the present year, for how long have you had contact with special education resource room programs?

___ 1 year or less ___ 2 to 5 years
___ 6 to 10 years ___ more than 10 years

4. How many mainstreamed special education students are in your class(es)?

___1 ___2 ___3 ___4 ___5 ___ more than 5 ___unsure

5. In which of the following area(s) do you hold special education certification?

___ no special education certification ___ emotionally disturbed
___ learning disabled ___ educable mentally retarded
___ physically handicapped ___ hearing impaired
___ visually impaired ___ other _____

6. What is the highest degree you hold in education?

___ B.S. or B.A. ___ Ed.S.
___ M.S. ___ Ed.D. or Ph.D.

7. If you were told that effective immediately the resource teacher(s) in your building were to spend a portion of each day consulting with you about the special education students in your class(es), to what extent do you think each of the following factors would be a problem in such a program? (Mark an "x" in one box for each item.)

| A major Problem | Somewhat of a Problem | Little or No Problem | |
|---|---|---|---|
| | | | a. Lack of resource teacher time for consulting |
| | | | b. Lack of regular class teacher time for consulting |
| | | | c. Regular class teachers would be unresponsive to consultation efforts |
| | | | d. Resource teacher feels consultation should not be part of his/her job responsibilities |
| | | | e. Resource teacher feels untrained to undertake consultation tasks |
| | | | f. Lack of support from school administration |
| | | | g. Other _____ |

## Attitudes Toward Resource Teacher Consultation

Class teachers have differing opinions about the place of consultation in the resource teacher's job. The following statements reflect a variety of views on that consultation role. Please indicate your opinion by marking an "X" in the space which best describes your agreement or disagreement with each statement.

| strongly agree | agree | neutral/undecided | disagree | strongly disagree | |
|---|---|---|---|---|---|
| | | | | | 1. Consultation should be an essential complement to the instructional component of the resource teacher's job. |
| | | | | | 2. Regular class teachers are eager to receive assistance from resource teachers in working with their mainstreamed learners. |
| | | | | | 3. Both regular class teachers and resource teachers already have well-defined roles, and consultation attempts would only confuse matters. |
| | | | | | 4. School administration is supportive of regular class teachers' and resource teachers' efforts to consult with each other. |
| | | | | | 5. If regular class teachers and resource teachers interacted on a regular basis, mainstreamed students could more easily be able to apply skills learned in the resource room to their regular class work. |
| | | | | | 6. By sharing their understanding of handicapped students, resource teachers and regular class teachers could better plan strategies to work with them. |
| | | | | | 7. Resource teachers' schedules are too crowded to allow time for consulting with regular class teachers. |
| | | | | | 8. Regular class teachers are generally unresponsive to resource teachers' attempts to consult with them. |
| | | | | | 9. Since they share responsibility with regular class teachers for students' educational programs, resource teachers are the best people to consult with class teachers. |
| | | | | | 10. With sufficient effort, time could be found in regular class teachers' schedules to enable them to consult with resource teachers. |
| | | | | | 11. A consulting resource teacher would have the effect of undermining regular class teachers' authority with their mainstreamed pupils. |
| | | | | | 12. Contact between resource teachers and regular class teachers is often haphazard and ineffective. |
| | | | | | 13. Remedial instruction is more important in resource teaching than is consultation activity. |

| strongly agree | agree | neutral/undecided | disagree | strongly disagree | |
|---|---|---|---|---|---|
| | | | | | 14. If they consulted with regular class teachers, the resource teachers' job would eventually be eliminated. |
| | | | | | 15. By consulting with resource teachers, regular class teachers would learn strategies valuable for dealing with many pupils in addition to those identified as handicapped. |
| | | | | | 16. Resource teachers generally lack understanding of the problems which face regular class teachers who teach mainstreamed pupils. |
| | | | | | 17. Resource teachers are the most help to regular class teachers when they schedule mainstreamed learners into a resource room for as much of their academic instruction as possible. |
| | | | | | 18. Consultation between regular class teachers and resource teachers would not make much difference in handicapped students' education. |
| | | | | | 19. Class teachers prefer that resource teachers not try to consult with them. |
| | | | | | 20. Resource teachers wish to provide assistance to regular class teachers in dealing with mainstreamed learners. |

## Resource Teaching Skills

The following list includes skills and activities identified as sometimes valuable to consultants in working with regular class teachers. Please respond to each statement in two ways:

First, indicate whether you think each skill is needed by resource teachers. Mark an "X" in the YES column if you feel the skill is needed by resource teachers; mark an "X" in the NO column if you feel the skill is not needed.

Second, using your experiences with resource teachers as a basis, rate resource teachers' current level of skill in each area. Mark an "X" in one box for each item to show the amount of skill you feel resource teachers have, based on a continuum from little skill to much skill. Please be frank in your estimates.

| | NEEDED SKILL? | | AMOUNT OF SKILL RESOURCE TEACHERS HAVE | | | | |
|---|---|---|---|---|---|---|---|
| | *yes* | *no* | *little* | | *some* | | *much* |
| 1. "Brainstorming" with a regular class teacher to generate possible solutions for a child's specific classroom academic/social difficulties. | | | | | | | |
| 2. Systematically evaluating interventions devised by the resource teacher and the class teacher to determine whether they are proving effective. | | | | | | | |
| 3. Interviewing regular class teachers for academic, social, and/or behavioral information about a child as a first step in assisting a teacher with that mainstreamed learner. | | | | | | | |
| 4. Observing in classrooms and other school environments to clarify the nature of the problem a child is having. | | | | | | | |
| 5. Including the regular class teacher as an equal partner in planning and carrying out programs for mainstreamed learners. | | | | | | | |
| 6. When conversing with regular class teachers, occasionally paraphrasing what the teacher is saying to be certain of understanding his/her meaning. | | | | | | | |
| 7. Utilizing a planned sequence for problem-solving in working with regular class teachers concerning mainstreamed learners. | | | | | | | |
| 8. Establishing mutual trust with the regular class teacher. | | | | | | | |
| 9. Regularly scheduling conferences with regular class teachers to discuss mainstreamed learners' progress and problems. | | | | | | | |

| | NEEDED SKILL? | | AMOUNT OF SKILL RESOURCE TEACHERS HAVE | | |
|---|---|---|---|---|---|
| | yes | no | little | some | much |
| 10. Resolving conflicts with regular class teachers in ways that minimize everyone's "hard feelings". | | | | | |
| 11. Using specific techniques to facilitate interpersonal communication with regular class teachers. | | | | | |
| 12. Assisting the regular class teacher to identify potential positive and negative consequences of planned interventions. | | | | | |
| 13. Conducting inservice workshops/skills training sessions for individual or small groups of regular class teachers. | | | | | |
| 14. Probing to discover whether the problem a regular class teacher states a mainstreamed learner is having is as he/she describes it or whether other factors are involved. | | | | | |
| 15. Arriving at and explicitly stating a mutually satisfactory definition of the problem to be solved by the regular class teacher and resource teacher. | | | | | |
| 16. Explaining one's own perception of a problem situation to the regular class teacher. | | | | | |
| 17. Functioning as a "resource linker" between regular class teachers and other available individuals/agencies that might be of assistance to the teacher. | | | | | |

Thank you for your cooperation in participating in this survey. Any further comments you wish to make about the questionnaire or about resource teachers' roles and responsibilities would be appreciated, and may be added on this page. Please return your survey to the principal's office when you have completed it.

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# Questionnaire on Interactions Between Resource Teachers and Regular Class Teachers

PROJECT CSAI

cith CENTER FOR INNOVATION IN TEACHING THE HANDICAPPED
School of Education Indiana University Bloomington

## Directions

Resource room programs have become increasingly popular as special education service delivery systems. In these programs, handicapped students receive special assistance from a resource teacher for part of the day, and are assigned to regular education classes for the remainder of the day. Little attention has been paid, however, to the nature and content of resource teachers' consultation activities, that is, their interactions with the classroom teachers with whom they share students. It is the purpose of this survey to determine <u>your</u> perception of the consultation aspect of resource teaching. With the information that you and other educators provide, I hope to shed light on what resource teachers' consultation activities are now, and what educators feel they should be.

Please complete this survey at your earliest convenience, but during the next week. It should require no more than 15 minutes of your time. Indicate your response to each item by writing your answer or marking an "x" in each appropriate space. Then place the survey in the attached envelope, and return it to the large envelope in which the questionnaires were delivered, along with the surveys of the teachers in the building who were asked to participate in the project. When the results of this survey have been compiled, they will be made available to you.

The number on the cover page is for accounting for surveys returned, and not for individual identification. *YOUR RESPONSES WILL BE KEPT STRICTLY CONFIDENTIAL, AND WILL BE REPORTED ONLY ANONYMOUSLY.*

Your time and effort in completing this survey are truly appreciated--thanks for your help.

## Background Information

1. Including the present year, for how long have you been a principal?

___ 1 year or less
___ 2 to 5 years
___ 6 to 10 years
___ more than 10 years

2. In what level(s) of school do you work?

___ elementary
___ middle school/junior high
___ high school

3. Including the present year, for how long have you had contact with resource room programs?

___ 1 year or less
___ 2 to 5 years
___ 6 to 10 years
___ more than 10 years

4. Approximately how many mainstreamed special education students are enrolled in your school?

___ 5 or less
___ 6 to 10
___ 11 to 20
___ 21 to 30
___ 31 to 50
___ more than 50

5. In addition to being a principal, what other school position(s) have you held?

___ no other position
___ special education classroom teacher
___ regular education classroom teacher
___ other _____

6. For how many years <u>total</u> have you worked in schools? (Note: please include years as a principal as well as those spent in other positions.)

___ 1 year or less
___ 2 to 5 years
___ 6 to 10 years
___ 11 to 15 years
___ 16 to 20 years
___ more than 20 years

7. In which of the following area(s) do you hold special education certification?

___ no special education certification
___ emotionally disturbed
___ learning disabled
___ educable mentally retarded
___ physically handicapped
___ hearing impaired
___ visually impaired
___ other _____

8. Approximately what percentage of time would you estimate is spent by the resource teacher(s) in your building in each of the following activities during regular school hours? (*Note: Please be sure your total equals 100%.*)

| | |
|---|---|
| Direct instruction of pupils | ____ % |
| Consultation with class teachers | ____ % |
| Preparation of lessons and materials | ____ % |
| Testing and assessment | ____ % |
| Participation in parent/case conferences | ____ % |
| All other duties and activities: lunch, bus and hall duties, etc. | ____ % |
| Total | 100 % |

9. If you were given the opportunity to design an ideal resource room program, that is, one which made the best use of resource room teacher time and skill to provide maximum benefits for special education students, what percentage of time would you allot to each of the following activities? *(NOTE: Please be sure your total equals 100%)*

| | |
|---|---|
| Direct instruction of pupils | ____ % |
| Consultation with class teachers | ____ % |
| Preparation of lessons and materials | ____ % |
| Testing and assessment | ____ % |
| Participation in parent/case conferences | ____ % |
| All other duties and activities: lunch, bus and hall duties, etc. | ____ % |
| Total | 100 % |

10. If you were told that effective immediately the resource teacher(s) in your building were to spend a portion of each day consulting with you about the special education students in your class(es), to what extent do you think each of the following factors would be a problem in such a program? (Mark an "x" in one box for each item.)

| | A major problem | Somewhat of a problem | Little or no problem | |
|---|---|---|---|---|
| a. | ☐ | ☐ | ☐ | Lack of resource teacher time for consulting |
| b. | ☐ | ☐ | ☐ | Lack of regular class teacher time for consulting |
| c. | ☐ | ☐ | ☐ | Regular class teachers would be unresponsive to consultation efforts |
| d. | ☐ | ☐ | ☐ | Resource teacher feels consultation should nor be part of his/her job responsibilities |
| e. | ☐ | ☐ | ☐ | Resource teacher feels untrained to undertake consultation tasks |
| f. | ☐ | ☐ | ☐ | Lack of support from school administration |
| g. | ☐ | ☐ | ☐ | Other_____ |

## Attitudes Toward Resource Teacher Consultation

Principals have differing opinions about the place of consultation in the resource teacher's job. The following statements reflect a variety of views on that consultation role. Please indicate your opinion by marking an "X" in the space which best describes your agreement or disagreement with each statement.

| strongly agree | agree | neutral/undecided | disagree | strongly disagree | |
|---|---|---|---|---|---|
| | | | | | 1. Consultation should be an essential complement to the instructional component of the resource teacher's job. |
| | | | | | 2. Regular class teachers are eager to receive assistance from resource teachers in working with their mainstreamed learners. |
| | | | | | 3. Both regular class teachers and resource teachers already have well-defined roles, and consultation attempts would only confuse matters. |
| | | | | | 4. School administration is supportive of regular class teachers' and resource teachers' efforts to consult with each other. |
| | | | | | 5. If regular class teachers and resource teachers interacted on a regular basis, mainstreamed students could more easily be able to apply skills learned in the resource room to their regular class work. |
| | | | | | 6. By sharing their understanding of handicapped students, resource teachers and regular class teachers could better plan strategies to work with them. |
| | | | | | 7. Resource teachers' schedules are too crowded to allow time for consulting with regular class teachers. |
| | | | | | 8. Regular class teachers are generally unresponsive to resource teachers' attempts to consult with them. |
| | | | | | 9. Since they share responsibility with regular class teachers for students' educational programs, resource teachers are the best people to consult with class teachers. |
| | | | | | 10. With sufficient effort, time could be found in regular class teachers' schedules to enable them to consult with resource teachers. |
| | | | | | 11. A consulting resource teacher would have the effect of undermining regular class teachers' authority with their mainstreamed pupils. |
| | | | | | 12. Contact between resource teachers and regular class teachers is often haphazard and ineffective. |
| | | | | | 13. Remedial instruction is more important in resource teaching than is consultation activity. |

| strongly agree | agree | neutral/undecided | disagree | strongly disagree | |
|---|---|---|---|---|---|
| | | | | | 14. If they consulted with regular class teachers, the resource teachers' job would eventually be eliminated. |
| | | | | | 15. By consulting with resource teachers, regular class teachers would learn strategies valuable for dealing with many pupils in addition to those identified as handicapped. |
| | | | | | 16. Resource teachers generally lack understanding of the problems which face regular class teachers who teach mainstreamed pupils. |
| | | | | | 17. Resource teachers are the most help to regular class teachers when they schedule mainstreamed learners into a resource room for as much of their academic instruction as possible. |
| | | | | | 18. Consultation between regular class teachers and resource teachers would not make much difference in handicapped students' education. |
| | | | | | 19. Class teachers prefer that resource teachers not try to consult with them. |
| | | | | | 20. Resource teachers wish to provide assistance to regular class teachers in dealing with mainstreamed learners. |

## Resource Teaching Skills

The following list includes skills and activities identified as sometimes valuable to consultants in working with regular class teachers. Please respond to each statement in two ways:

First, indicate whether you think each skill is needed by resource teachers. Mark an "X" in the YES column if you feel the skill is needed by resource teachers; mark an "X" in the NO column if you feel the skill is not needed.

Second, using your experiences with resource teachers as a basis, rate resource teachers' current level of skill in each area. Mark an "X" in one box for each item to show the amount of skill you feel resource teachers have, based on a continuum from little skill to much skill. Please be frank in your estimates.

| | NEEDED SKILL? | | AMOUNT OF SKILL RESOURCE TEACHERS HAVE | | | | |
|---|---|---|---|---|---|---|---|
| | *yes* | *no* | *little* | | *some* | | *much* |
| 1. "Brainstorming" with a regular class teacher to generate possible solutions for a child's specific classroom academic/social difficulties. | | | | | | | |
| 2. Systematically evaluating interventions devised by the resource teacher and the class teacher to determine whether they are proving effective. | | | | | | | |
| 3. Interviewing regular class teachers for academic, social, and/or behavioral information about a child as a first step in assisting a teacher with that mainstreamed learner. | | | | | | | |
| 4. Observing in classrooms and other school environments to clarify the nature of the problem a child is having. | | | | | | | |
| 5. Including the regular class teacher as an equal partner in planning and carrying out programs for mainstreamed learners. | | | | | | | |
| 6. When conversing with regular class teachers, occasionally paraphrasing what the teacher is saying to be certain of understanding his/her meaning. | | | | | | | |
| 7. Utilizing a planned sequence for problem-solving in working with regular class teachers concerning mainstreamed learners. | | | | | | | |
| 8. Establishing mutual trust with the regular class teacher. | | | | | | | |
| 9. Regularly scheduling conferences with regular class teachers to discuss mainstreamed learners' progress and problems. | | | | | | | |

| | NEEDED SKILL? | | AMOUNT OF SKILL RESOURCE TEACHERS HAVE | | | | |
|---|---|---|---|---|---|---|---|
| | yes | no | little | | some | | much |
| 10. Resolving conflicts with regular class teachers in ways that minimize everyone's "hard feelings". | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 11. Using specific techniques to facilitate interpersonal communication with regular class teachers. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 12. Assisting the regular class teacher to identify potential positive and negative consequences of planned interventions. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 13. Conducting inservice workshops/skills training sessions for individual or small groups of regular class teachers. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 14. Probing to discover whether the problem a regular class teacher states a mainstreamed learner is having is as he/she describes it or whether other factors are involved. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 15. Arriving at and explicitly stating a mutually satisfactory definition of the problem to be solved by the regular class teacher and resource teacher. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 16. Explaining one's own perception of a problem situation to the regular class teacher. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 17. Functioning as a "resource linker" between regular class teachers and other available individuals/agencies that might be of assistance to the teacher. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

Thank you for your cooperation in participating in this survey. Any further comments you wish to make about the questionnaire or about resource teachers' roles and responsibilities would be appreciated, and may be added on this page. Please return your survey to the principal's office when you have completed it.

# Appendix C

## Tables

Table 1

Number of Respondents in Each School District by Professional Role and School Level

| | PROFESSIONAL ROLE | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Resource Teacher | | | | Reg. Ed. Teacher | | | | Principal | | | | | |
| LEA | EL | MJ | HS | O | EL | MJ | HS | O | EL | MJ | HS | O | NR | TOTAL |
| 01 | 29 | 5 | 9 | 26 | 60 | 13 | 9 | 3 | 53 | 4 | 8 | 15 | 6 | 240 |
| 03 | 4 | 3 | 4 | 0 | 3 | 3 | 4 | 0 | 3 | 2 | 1 | 1 | 0 | 28 |
| 04 | 5 | 2 | 2 | 0 | 14 | 4 | 1 | 0 | 12 | 3 | 1 | 0 | 0 | 44 |
| 05 | 16 | 3 | 2 | 3 | 17 | 4 | 2 | 2 | 17 | 3 | 3 | 2 | 2 | 76 |
| 06 | 12 | 1 | 0 | 2 | 15 | 2 | 0 | 0 | 7 | 1 | 0 | 0 | 1 | 41 |
| 07 | 7 | 0 | 0 | 0 | 16 | 1 | 0 | 1 | 18 | 0 | 0 | 1 | 0 | 44 |
| 08 | 7 | 1 | 1 | 5 | 12 | 4 | 4 | 0 | 11 | 4 | 4 | 2 | 4 | 59 |
| TOTAL: | 80 | 15 | 18 | 36 | 137 | 31 | 20 | 6 | 121 | 17 | 17 | 21 | 13 | 532 |

Note. EL=elementary; MJ=middle school or junior high; HS=high school; O=more than one level of school; NR=no response.

Table 2

Competence Factor and Scale Reliability

| Item No. | Factor Loading Competence |
|---|---|
| 1 | .634 |
| 2 | .679 |
| 3 | .665 |
| 4 | .620 |
| 5 | .633 |
| 6 | .632 |
| 7 | .699 |
| 8 | .636 |
| 9 | .663 |
| 10 | .637 |
| 11 | .728 |
| 12 | .742 |
| 13 | .591 |
| 14 | .669 |
| 15 | .749 |
| 16 | .680 |
| 17 | .648 |
| Alpha | .907 |
| No. of Items | 17 |
| % of Common Variance Explained | 100 |

Table 3

Attitude Toward Consultation by Resource Teachers in Different Types of School Districts

| Variable | Type of District: Metropolitan (N=90) | Non-Metropolitan (N=60) | t (148) | p |
|---|---|---|---|---|
| Student Impact | 21.84 | 21.70 | .39 | .699 |
| RCT Responsiveness | 10.36 | 10.67 | -.75 | .456 |
| Consequences | 20.62 | 20.45 | .40 | .692 |
| Feasibility | 14.79 | 14.59 | .70 | .486 |
| Item 1 | 4.49 | 4.45 | .41 | .681 |
| 2 | 3.27 | 3.28 | -.10 | .921 |
| 3 | 4.31 | 4.19 | 1.02 | .311 |
| 4 | 3.67 | 3.68 | -.10 | .919 |
| 5 | 4.54 | 4.38 | 1.62 | .107 |
| 6 | 4.56 | 4.50 | .62 | .538 |
| 7 | 2.52 | 2.03 | 2.04 | .017 |
| 8 | 3.53 | 3.58 | -.29 | .770 |
| 9 | 4.04 | 4.08 | -.33 | .739 |
| 10 | 3.58 | 3.72 | -.96 | .340 |
| 11 | 4.21 | 4.20 | .06 | .952 |
| 12 | 2.93 | 2.88 | .24 | .808 |
| 13 | 3.08 | 3.12 | -.22 | .823 |
| 14 | 4.20 | 4.22 | -.19 | .846 |
| 15 | 4.21 | 4.28 | -.73 | .467 |
| 16 | 3.95 | 3.90 | .38 | .708 |
| 17 | 3.54 | 3.46 | .46 | .649 |
| 18 | 4.40 | 4.45 | -.53 | .595 |
| 19 | 3.64 | 3.80 | -1.04 | .298 |
| 20 | 4.27 | 4.12 | 1.42 | .157 |

Table 4
Attitude Toward Consultation of Resource Teachers with Differing Lengths of Resource Teaching Experience

| Variable | No. of Years of Resource Teaching Experience | | | | F | p |
|---|---|---|---|---|---|---|
| | 1 or less (N=33) | 2-5 (N=79) | 6-10 (N=31) | more than 10 (N=5) | (3,144) | |
| Student Impact | 21.91 | 21.65 | 21.83 | 22.40 | .280 | .840 |
| RCT Responsiveness | 10.47 | 10.32 | 10.81 | 10.60 | .287 | .834 |
| Consequences | 20.71 | 20.40 | 20.83 | 20.40 | .278 | .841 |
| Feasibility | 15.56 | 14.62 | 15.53 | 14.40 | .993 | .398 |
| Item 1 | 4.67 | 4.42 | 4.37 | 4.60 | 1.54 | .207 |
| 2 | 3.30 | 3.18 | 3.32 | 3.60 | .428 | .734 |
| 3 | 4.30 | 4.18 | 4.36 | 4.20 | .518 | .671 |
| 4 | 3.94 | 3.96 | 3.52 | 3.60 | 1.279 | .284 |
| 5 | 4.45 | 4.18 | 4.61 | 4.60 | .869 | .459 |
| 6 | 4.52 | 4.52 | 4.55 | 4.60 | .057 | .982 |
| 7 | 2.97 | 2.10 | 2.13 | 2.40 | 4.377 | .006[a] |
| 8 | 3.58 | 3.51 | 3.61 | 3.40 | .124 | .947 |
| 9 | 4.00 | 4.05 | 4.10 | 4.20 | .176 | .913 |
| 10 | 3.85 | 3.65 | 3.36 | 3.60 | 1.744 | .161 |
| 11 | 4.12 | 4.26 | 4.19 | 4.20 | .242 | .867 |
| 12 | 2.94 | 2.98 | 2.77 | 2.80 | .216 | .885 |
| 13 | 3.15 | 3.09 | 3.00 | 3.00 | .123 | .947 |
| 14 | 4.25 | 4.17 | 4.19 | 4.60 | .750 | .524 |
| 15 | 4.22 | 4.26 | 4.37 | 4.40 | .190 | .903 |
| 16 | 3.94 | 3.86 | 4.00 | 4.60 | 1.216 | .306 |
| 17 | 3.61 | 3.46 | 3.61 | 3.20 | .379 | .768 |
| 18 | 4.41 | 4.40 | 4.53 | 4.20 | .601 | .616 |
| 19 | 3.62 | 3.68 | 3.87 | 3.60 | .479 | .698 |
| 20 | 4.34 | 4.20 | 4.20 | 3.40 | 3.361 | .021[b] |

[a] Teachers with two to five years of experience were significantly different from those with one year or less at the .01 level.

[b] Teachers with more than 10 years of experience were significantly different from those with one year or less at the .05 level.

Table 5
Attitude Toward Consultation of Resource Teachers with Different Amounts of Consultation Training

| Variables | Number of Hours of Consultation Training: None (N=52) | 1 to 5 (N=30) | 6 to 10 (N=13) | 11 to 15 (N=13) | 16 to 20 (N=7) | more than 20 (N=29) | F (5,138) | p |
|---|---|---|---|---|---|---|---|---|
| Student Impact | 21.74 | 21.73 | 21.38 | 21.8 | 22.14 | 22.00 | .202 | .961 |
| RCT Responsiveness | 9.94 | 10.13 | 11.46 | 10.77 | 11.59 | 10.72 | 1.536 | .183 |
| Consequences | 20.06 | 20.41 | 21.25 | 20.38 | 21.29 | 21.14 | 1.124 | .351 |
| Feasibility | 14.86 | 14.73 | 14.62 | 14.62 | 15.14 | 14.54 | .231 | .948 |
| Item 1 | 4.52 | 4.40 | 4.23 | 4.61 | 4.71 | 4.29 | .831 | .529 |
| 2 | 3.15 | 3.03 | 3.77 | 3.31 | 4.00 | 3.21 | 1.948 | .090 |
| 3 | 4.23 | 4.21 | 4.33 | 4.23 | 4.29 | 4.36 | .202 | .961 |
| 4 | 3.62 | 3.67 | 4.08 | 3.46 | 4.00 | 3.55 | .866 | .506 |
| 5 | 4.62 | 4.63 | 4.31 | 4.39 | 4.29 | 4.48 | .812 | .543 |
| 6 | 4.46 | 4.57 | 4.46 | 4.54 | 4.43 | 4.62 | .431 | .826 |
| 7 | 2.25 | 2.33 | 2.39 | 2.31 | 2.00 | 2.52 | .271 | .928 |
| 8 | 3.36 | 3.47 | 3.69 | 3.69 | 3.86 | 3.66 | .644 | .667 |
| 9 | 4.06 | 3.87 | 4.15 | 4.15 | 4.43 | 4.10 | .984 | .430 |
| 10 | 3.64 | 3.77 | 3.77 | 3.38 | 3.71 | 3.44 | .664 | .652 |
| 11 | 3.98 | 4.30 | 4.31 | 4.08 | 4.29 | 4.45 | 1.728 | .132 |
| 12 | 3.02 | 3.13 | 2.15 | 3.15 | 2.29 | 2.97 | 1.803 | .116 |
| 13 | 3.08 | 2.93 | 3.23 | 2.85 | 3.14 | 3.17 | .336 | .890 |
| 14 | 4.16 | 4.13 | 4.38 | 4.31 | 4.71 | 4.07 | 1.497 | .195 |
| 15 | 4.22 | 4.27 | 4.23 | 4.15 | 4.29 | 4.36 | .294 | .915 |
| 16 | 4.04 | 3.77 | 4.08 | 4.08 | 4.43 | 3.62 | 1.685 | .142 |
| 17 | 3.46 | 3.41 | 3.77 | 3.46 | 3.29 | 3.62 | .339 | .888 |
| 18 | 4.26 | 4.48 | 4.54 | 4.31 | 4.71 | 4.55 | 1.556 | .177 |
| 19 | 3.52 | 3.63 | 4.00 | 3.77 | 4.00 | 3.86 | 1.070 | .380 |
| 20 | 4.20 | 4.17 | 4.31 | 3.92 | 4.43 | 4.36 | 1.092 | .368 |

Table 6
Attitude Toward Resource Teacher Consultation by Regular Class Teachers in Different School Districts

| Variable | School District 01 (N=70) | 03 (N=11) | 04 (N=9) | 05 (N=24) | 06 (N=15) | 07 (N=7) | 08 (N=13) | F (6,142) | p |
|---|---|---|---|---|---|---|---|---|---|
| Student Impact | 21.07 | 21.20 | 21.06 | 21.84 | 20.12 | 20.53 | 21.05 | 1.233 | .291 |
| RET Responsiveness | 12.08 | 11.80 | 12.33 | 12.28 | 12.18 | 11.83 | 12.50 | .456 | .840 |
| Consequences | 19.37 | 19.30 | 20.44 | 19.88 | 18.87 | 19.12 | 20.05 | .964 | .451 |
| Feasibility | 13.68 | 13.10 | 14.17 | 14.64 | 13.21 | 13.89 | 14.65 | 2.422 | .028 |
| Item 1 | 4.39 | 4.10 | 4.37 | 4.48 | 4.24 | 4.11 | 4.35 | 1.030 | .427 |
| 2 | 4.16 | 4.20 | 4.16 | 4.20 | 4.00 | 4.11 | 4.05 | .203 | .976 |
| 3 | 3.96 | 4.20 | 4.00 | 4.24 | 4.13 | 3.89 | 4.30 | .997 | .428 |
| 4 | 3.35 | 3.30 | 3.95 | 4.04 | 3.75 | 3.94 | 3.65 | 1.703 | .121 |
| 5 | 4.19 | 4.10 | 4.21 | 4.24 | 4.18 | 3.94 | 4.35 | .634 | .703 |
| 6 | 4.42 | 4.30 | 4.26 | 4.40 | 4.18 | 4.16 | 4.30 | .989 | .434 |
| 7 | 2.78 | 2.50 | 2.78 | 2.44 | 2.38 | 2.56 | 2.80 | .707 | .644 |
| 8 | 3.84 | 3.70 | 3.84 | 4.00 | 3.94 | 3.72 | 4.20 | .815 | .560 |
| 9 | 3.98 | 4.30 | 4.00 | 4.36 | 3.94 | 3.83 | 4.05 | 1.465 | .192 |
| 10 | 3.36 | 2.80 | 3.58 | 3.36 | 3.29 | 3.61 | 3.15 | .859 | .526 |
| 11 | 4.18 | 4.10 | 4.37 | 4.28 | 4.00 | 3.89 | 4.55 | 2.011 | .066 |
| 12 | 2.92 | 3.00 | 3.21 | 2.92 | 3.06 | 2.94 | 3.25 | .315 | .928 |
| 13 | 2.70 | 2.80 | 3.10 | 3.08 | 2.94 | 2.72 | 2.90 | .939 | .468 |
| 14 | 4.15 | 3.50 | 4.28 | 4.27 | 4.12 | 4.06 | 4.50 | 2.346 | .033 |
| 15 | 4.09 | 4.40 | 4.17 | 4.31 | 3.47 | 4.24 | 4.00 | 3.472 | .003 |
| 16 | 3.49 | 3.10 | 2.78 | 3.58 | 3.13 | 3.06 | 3.60 | 1.886 | .085 |
| 17 | 2.89 | 3.30 | 3.00 | 2.96 | 3.00 | 3.22 | 2.75 | 1.275 | .271 |
| 18 | 4.13 | 4.20 | 4.33 | 4.19 | 3.88 | 3.94 | 3.95 | 1.12 | .351 |
| 19 | 4.06 | 3.90 | 4.33 | 4.08 | 4.23 | 4.00 | 4.30 | .882 | .509 |
| 20 | 3.76 | 3.70 | 4.33 | 4.08 | 3.71 | 3.94 | 4.15 | 2.611 | .019 |

Table 7
Attitude Toward Resource Teacher Consultation
by Regular Class Teachers in Different
Types of School Districts

| Variable | Type of District | | t | p |
|---|---|---|---|---|
| | Metropolitan (N=114) | Non-Metropolitan (N=80) | (192) | |
| Student Impact | 21.08 | 21.00 | .25 | .800 |
| RCT Responsiveness | 12.10 | 12.22 | -.52 | .603 |
| Consequences | 19.54 | 19.56 | -.05 | .963 |
| Feasibility | 13.70 | 14.21 | -1.93 | .055 |
| Item 1 | 4.36 | 4.31 | .51 | .611 |
| 2 | 4.17 | 4.10 | .61 | .541 |
| 3 | 3.99 | 4.15 | -1.43 | .155 |
| 4 | 3.59 | 3.86 | -1.99 | .048 |
| 5 | 4.19 | 4.19 | -.02 | .987 |
| 6 | 4.38 | 4.29 | 1.13 | .261 |
| 7 | 2.75 | 2.54 | 1.35 | .178 |
| 8 | 3.83 | 3.98 | -1.19 | .236 |
| 9 | 4.01 | 4.08 | -.63 | .528 |
| 10 | 3.35 | 3.35 | -.01 | .991 |
| 11 | 4.20 | 4.20 | .05 | .958 |
| 12 | 2.97 | 3.04 | -.35 | .723 |
| 13 | 2.78 | 2.92 | -1.08 | .283 |
| 14 | 4.12 | 4.25 | -1.25 | .213 |
| 15 | 4.13 | 4.04 | .95 | .345 |
| 16 | 3.34 | 3.38 | -.25 | .800 |
| 17 | 3.03 | 2.98 | .33 | .741 |
| 18 | 4.17 | 4.01 | 1.60 | .111 |
| 19 | 4.09 | 4.15 | -.56 | .573 |
| 20 | 3.85 | 3.99 | -1.29 | .198 |

Table 8
Attitude Toward Resource Teacher Consultation by Regular Class Teachers with Differing Lengths of Educational Service

| Variable | No. of Years of Educational Service | | | | | |
|---|---|---|---|---|---|---|
| | 1 or less (N=2) | 2-5 (N=29) | 6-10 (N=57) | more than 10 (N=104) | F (3,188) | p |
| Student Impact | 21.00 | 21.69 | 20.60 | 21.12 | 1.729 | .163 |
| RCT Responsiveness | 11.50 | 12.14 | 12.05 | 12.26 | .296 | .828 |
| Consequences | 21.00 | 20.45 | 18.93 | 19.63 | 2.759 | .044 |
| Feasibility | 15.50 | 13.52 | 13.67 | 14.10 | 1.77 | .155 |
| Item 1 | 4.00 | 4.41 | 4.26 | 4.38 | .697 | .555 |
| 2 | 4.00 | 4.10 | 4.05 | 4.22 | .726 | .538 |
| 3 | 4.00 | 4.21 | 3.95 | 4.08 | .772 | .511 |
| 4 | 4.50 | 3.55 | 3.54 | 3.81 | 1.744 | .160 |
| 5 | 4.00 | 4.41 | 4.09 | 4.18 | 1.577 | .196 |
| 6 | 4.50 | 4.55 | 4.25 | 4.34 | 1.947 | .124 |
| 7 | 3.00 | 3.07 | 2.32 | 2.73 | 3.826 | .011[a] |
| 8 | 3.00 | 3.90 | 3.88 | 3.92 | .825 | .481 |
| 9 | 4.00 | 4.17 | 3.95 | 4.05 | .629 | .597 |
| 10 | 4.50 | 3.52 | 3.26 | 3.34 | 1.094 | .353 |
| 11 | 4.50 | 4.10 | 4.07 | 4.29 | 1.593 | .192 |
| 12 | 2.00 | 2.79 | 3.11 | 3.03 | .857 | .465 |
| 13 | 2.00 | 3.00 | 2.75 | 2.86 | 1.024 | .383 |
| 14 | 4.50 | 4.38 | 4.10 | 4.16 | 1.060 | .368 |
| 15 | 4.50 | 4.14 | 4.05 | 4.09 | .329 | .804 |
| 16 | 4.50 | 3.55 | 3.29 | 3.30 | 1.205 | .309 |
| 17 | 3.50 | 3.45 | 2.88 | 2.95 | 2.225 | .087 |
| 18 | 4.50 | 4.31 | 3.98 | 4.11 | 1.743 | .160 |
| 19 | 4.50 | 4.14 | 4.12 | 4.10 | .218 | .884 |
| 20 | 4.50 | 3.62 | 3.88 | 3.97 | 2.252 | .084 |

[a]Teachers with six to ten years of experience were significantly different from those with two to five years at the .05 level.

Table 9

Attitude Toward Resource Teacher Consultation of Regular Class Teachers with Contact of Differing Lengths with Resource Programs

| Variable | No. of Years of Contact with Resource Room Programs | | | | F | p |
|---|---|---|---|---|---|---|
| | 1 or less (N=20) | 2-5 (N=101) | 6-10 (N=51) | more than 10 (N=18) | (3,186) | |
| Student Impact | 19.95 | 21.24 | 21.19 | 21.11 | 2.070 | .106 |
| RCT Responsiveness | 11.50 | 12.33 | 11.96 | 12.67 | 2.347 | .074 |
| Consequences | 19.61 | 19.78 | 19.40 | 19.22 | .427 | .590 |
| Feasibility | 13.90 | 13.65 | 14.49 | 13.94 | 2.459 | .064 |
| Item 1 | 4.05 | 4.43 | 4.30 | 4.39 | 2.282 | .081 |
| 2 | 3.85 | 4.27 | 3.98 | 4.33 | 3.538 | .016 |
| 3 | 4.00 | 4.14 | 3.98 | 4.11 | .582 | .628 |
| 4 | 3.80 | 3.52 | 3.88 | 4.17 | 3.350 | .020 |
| 5 | 3.90 | 4.23 | 4.20 | 4.22 | 1.375 | .252 |
| 6 | 4.15 | 4.39 | 4.32 | 4.39 | 1.031 | .380 |
| 7 | 2.90 | 2.58 | 2.72 | 2.76 | .599 | .617 |
| 8 | 3.60 | 3.94 | 3.88 | 4.06 | 1.179 | .319 |
| 9 | 4.00 | 4.07 | 4.04 | 3.94 | .173 | .914 |
| 10 | 3.35 | 3.26 | 3.51 | 3.39 | .592 | .621 |
| 11 | 3.90 | 4.21 | 4.25 | 4.33 | 1.524 | .210 |
| 12 | 2.85 | 3.03 | 3.04 | 2.89 | .181 | .909 |
| 13 | 2.90 | 2.81 | 2.82 | 3.11 | .574 | .633 |
| 14 | 4.20 | 4.20 | 4.18 | 4.17 | .016 | .997 |
| 15 | 3.75 | 4.12 | 4.20 | 4.17 | 2.164 | .094 |
| 16 | 3.53 | 3.28 | 3.59 | 3.00 | 1.765 | .155 |
| 17 | 3.35 | 3.04 | 3.00 | 2.61 | 1.566 | .199 |
| 18 | 4.00 | 4.20 | 4.02 | 4.00 | 1.237 | .298 |
| 19 | 4.05 | 4.12 | 4.10 | 4.28 | .360 | .782 |
| 20 | 3.70 | 3.89 | 4.06 | 3.89 | 1.285 | .281 |

Table 10
Attitude Toward Resource Teacher Consultation by Regular Class Teachers With and Without Special Education Certification

| Variable | With (N=7) | Without (N=187) | t (192) | p |
|---|---|---|---|---|
| Student Impact | 21.86 | 21.02 | 1.01 | .313 |
| RCT Responsiveness | 12.714 | 12.13 | .92 | .361 |
| Consequences | 21.00 | 19.50 | 1.46 | .145 |
| Feasibility | 14.71 | 13.88 | 1.23 | .222 |
| Item 1 | 4.57 | 4.33 | .98 | .327 |
| 2 | 3.71 | 4.16 | -1.54 | .125 |
| 3 | 4.50 | 4.04 | 1.42 | .156 |
| 4 | 3.86 | 3.69 | .45 | .656 |
| 5 | 4.57 | 4.17 | 1.54 | .124 |
| 6 | 4.57 | 4.33 | 1.09 | .275 |
| 7 | 3.14 | 2.65 | 1.22 | .225 |
| 8 | 4.43 | 3.87 | 1.76 | .079 |
| 9 | 3.57 | 4.05 | -1.74 | .084 |
| 10 | 3.71 | 3.34 | .91 | .366 |
| 11 | 4.57 | 4.19 | 1.43 | .156 |
| 12 | 2.57 | 3.02 | -.93 | .352 |
| 13 | 3.14 | 2.83 | .88 | .380 |
| 14 | 4.14 | 4.17 | -.10 | .919 |
| 15 | 4.57 | 4.08 | 1.86 | .064 |
| 16 | 4.00 | 3.33 | 1.61 | .110 |
| 17 | 3.43 | 2.99 | 1.08 | .283 |
| 18 | 4.57 | 4.09 | 1.88 | .062 |
| 19 | 4.57 | 4.10 | 1.71 | .089 |
| 20 | 4.29 | 3.89 | 1.39 | .166 |

Table 11
Attitude Toward Resource Teacher Consultation by Principals in Different Types of School Districts

| Variable | Type of District: Metropolitan (N=103) | Type of District: Non-Metropolitan (N=72) | t (173) | p |
|---|---|---|---|---|
| Student Impact | 21.35 | 21.07 | .78 | .435 |
| RCT Responsiveness | 11.42 | 11.69 | -.84 | .400 |
| Consequences | 19.88 | 19.82 | .16 | .876 |
| Feasibility | 15.11 | 14.73 | 1.61 | .109 |
| Item 1 | 4.40 | 4.38 | .26 | .795 |
| 2 | 3.75 | 3.76 | -.07 | .947 |
| 3 | 3.95 | 4.04 | -.72 | .474 |
| 4 | 4.42 | 4.35 | .72 | .471 |
| 5 | 4.35 | 4.21 | 1.35 | .178 |
| 6 | 4.52 | 4.38 | 1.59 | .114 |
| 7 | 3.11 | 2.93 | .92 | .356 |
| 8 | 3.71 | 3.84 | -.98 | .327 |
| 9 | 3.91 | 3.97 | -.52 | .605 |
| 10 | 3.92 | 3.61 | -1.33 | .186 |
| 11 | 4.17 | 4.21 | -.35 | .727 |
| 12 | 2.75 | 2.80 | -.33 | .743 |
| 13 | 3.07 | 2.82 | 1.62 | .107 |
| 14 | 4.31 | 4.17 | 1.57 | .119 |
| 15 | 4.18 | 4.15 | .31 | .757 |
| 16 | 3.84 | 3.56 | 2.03 | .044 |
| 17 | 3.23 | 3.32 | -.59 | .557 |
| 18 | 4.22 | 4.08 | 1.24 | .217 |
| 19 | 3.92 | 4.10 | -1.52 | .132 |
| 20 | 4.08 | 4.04 | .41 | .682 |

Table 12

Attitude Toward Resource Teacher Consultation by Principals with Differing Lengths of Educational Service

| Variable | No. of Years of Educational Service 6-10 (N=12) | 11-15 (N=18) | 16-20 (N=36) | more than 20 (N=107) | F (3,169) | p |
|---|---|---|---|---|---|---|
| Student Impact | 21.08 | 20.72 | 21.53 | 21.23 | .491 | .689 |
| RCT Responsiveness | 11.42 | 11.61 | 11.50 | 11.52 | .023 | .995 |
| Consequences | 19.25 | 19.83 | 19.92 | 19.94 | .268 | .849 |
| Feasibility | 14.67 | 15.00 | 14.53 | 15.10 | 1.403 | .244 |
| Item 1 | 4.58 | 4.22 | 4.33 | 4.40 | 1.085 | .357 |
| 2 | 3.67 | 3.72 | 3.75 | 3.76 | .040 | .989 |
| 3 | 3.33 | 4.11 | 4.08 | 4.02 | 3.127 | .027[a] |
| 4 | 4.58 | 4.50 | 4.28 | 4.37 | .945 | .420 |
| 5 | 4.08 | 4.22 | 4.31 | 4.31 | .440 | .724 |
| 6 | 4.33 | 4.33 | 4.53 | 4.47 | .652 | .583 |
| 7 | 2.83 | 3.06 | 3.14 | 3.02 | .190 | .903 |
| 8 | 3.67 | 4.00 | 3.78 | 3.73 | .564 | .639 |
| 9 | 3.83 | 3.94 | 4.11 | 3.89 | .898 | .444 |
| 10 | 3.33 | 3.33 | 3.58 | 3.48 | .307 | .820 |
| 11 | 4.33 | 4.17 | 4.08 | 4.20 | .399 | .754 |
| 12 | 2.33 | 2.88 | 2.47 | 2.89 | 2.048 | .109 |
| 13 | 2.58 | 3.11 | 3.00 | 2.97 | .712 | .546 |
| 14 | 4.25 | 4.11 | 4.19 | 4.31 | .751 | .523 |
| 15 | 4.25 | 4.00 | 4.25 | 4.17 | .629 | .597 |
| 16 | 3.50 | 3.56 | 3.78 | 3.75 | .498 | .684 |
| 17 | 3.17 | 3.22 | 3.15 | 3.24 | .308 | .820 |
| 18 | 4.17 | 4.22 | 4.14 | 4.17 | .050 | .985 |
| 19 | 4.08 | 3.89 | 3.97 | 4.01 | .193 | .901 |
| 20 | 4.25 | 4.11 | 4.00 | 4.06 | .591 | .622 |

[a]Principals with six to ten years of service were significantly different from those with 16 to 20 years and those with more than 20 years of service at the .05 level.

Table 13
Attitude Toward Resource Teacher Consultation of Principals with Contact of Differing Lengths with Resource Programs

| Variable | No. of Years of Contact with Resource Room Programs | | | | F | p |
|---|---|---|---|---|---|---|
| | 1 or less (N=2) | 2-5 (N=74) | 6-10 (N=76) | more than 10 (N=20) | (3,168) | |
| Student Impact | 21.50 | 21.38 | 21.18 | 20.74 | .394 | .757 |
| RCT Responsiveness | 12.00 | 11.53 | 11.44 | 11.68 | .116 | .951 |
| Consequences | 21.00 | 29.26 | 19.73 | 18.95 | 1.614 | .188 |
| Feasibility | 16.00 | 14.93 | 14.80 | 15.50 | 1.367 | .255 |
| Item 1 | 4.50 | 4.45 | 4.28 | 4.50 | 1.482 | .221 |
| 2 | 4.00 | 3.73 | 3.66 | 3.84 | .428 | .733 |
| 3 | 4.50 | 4.04 | 3.95 | 3.95 | .446 | .721 |
| 4 | 4.50 | 4.43 | 4.29 | 4.50 | .951 | .418 |
| 5 | 4.00 | 4.28 | 4.29 | 4.26 | .115 | .951 |
| 6 | 4.50 | 4.50 | 4.43 | 4.35 | .405 | .749 |
| 7 | 4.00 | 3.75 | 3.76 | 3.80 | .069 | .976 |
| 8 | 3.00 | 3.15 | 2.99 | 2.74 | .590 | .622 |
| 9 | 4.00 | 4.01 | 3.96 | 3.60 | 1.699 | .169 |
| 10 | 4.50 | 3.46 | 3.47 | 3.45 | .640 | .590 |
| 11 | 4.00 | 4.24 | 4.20 | 3.90 | 1.172 | .322 |
| 12 | 3.00 | 2.69 | 2.76 | 3.05 | .585 | .626 |
| 13 | 2.50 | 2.92 | 2.96 | 2.15 | .412 | .744 |
| 14 | 5.00 | 4.24 | 4.32 | 4.05 | 2.120 | .099 |
| 15 | 4.50 | 4.14 | 4.22 | 4.10 | .469 | .704 |
| 16 | 4.00 | 3.68 | 3.76 | 3.74 | .146 | .932 |
| 17 | 3.00 | 2.51 | 3.12 | 3.05 | 2.272 | .082 |
| 18 | 4.50 | 4.22 | 4.15 | 4.05 | .427 | .734 |
| 19 | 4.00 | 3.96 | 4.01 | 4.05 | .101 | .959 |
| 20 | 4.50 | 4.10 | 3.99 | 4.21 | 1.280 | .283 |

Table 14
Self-Rating of Consultation Competence by Resource Teachers in Different School Districts

| Variable | School District 01 (N=70) | 03 (N=11) | 04 (N=9) | 05 (N=24) | 06 (N=15) | 07 (N=7) | 08 (N=13) | F (6,142) | P |
|---|---|---|---|---|---|---|---|---|---|
| Competence | 61.28 | 61.20 | 63.55 | 53.48 | 53.00 | 54.17 | 57.12 | 2.154 | .052 |
| Item 1 | 3.75 | 4.00 | 4.11 | 3.42 | 3.53 | 3.43 | 3.31 | 1.335 | .246 |
| 2 | 3.61 | 3.27 | 3.44 | 3.14 | 3.27 | 3.57 | 3.31 | .871 | .518 |
| 3 | 3.93 | 3.45 | 4.00 | 3.79 | 3.67 | 3.86 | 3.38 | .916 | .485 |
| 4 | 3.78 | 3.18 | 3.78 | 3.38 | 2.93 | 3.43 | 2.92 | 2.023 | .067 |
| 5 | 3.88 | 3.27 | 3.88 | 3.29 | 3.14 | 3.43 | 3.92 | 1.967 | .074 |
| 6 | 3.79 | 3.91 | 4.00 | 3.21 | 3.13 | 2.71 | 3.69 | 2.813 | .013 |
| 7 | 3.17 | 3.18 | 3.11 | 2.83 | 2.73 | 2.57 | 2.75 | .767 | .597 |
| 8 | 4.26 | 4.27 | 4.11 | 4.17 | 4.13 | 4.00 | 4.23 | .181 | .982 |
| 9 | 3.60 | 3.82 | 3.00 | 3.08 | 2.40 | 3.00 | 3.28 | 2.752 | .015 |
| 10 | 3.60 | 4.09 | 3.78 | 3.25 | 3.73 | 3.14 | 3.31 | 1.162 | .330 |
| 11 | 3.33 | 3.90 | 3.67 | 2.65 | 2.64 | 3.00 | 3.27 | 2.48 | .026 |
| 12 | 3.47 | 3.55 | 3.67 | 3.04 | 2.60 | 2.71 | 3.31 | 2.11 | .056 |
| 13 | 2.72 | 2.82 | 3.11 | 2.21 | 1.86 | 1.29 | 2.00 | 2.933 | .010 |
| 14 | 3.34 | 3.55 | 3.67 | 3.17 | 3.27 | 3.17 | 3.15 | .384 | .888 |
| 15 | 3.66 | 3.64 | 3.67 | 3.04 | 3.07 | 2.71 | 3.38 | 1.833 | .097 |
| 16 | 4.12 | 4.18 | 3.78 | 3.75 | 3.87 | 3.86 | 4.08 | .805 | .568 |
| 17 | 3.30 | 3.45 | 3.33 | 2.88 | 2.53 | 3.14 | 3.92 | 1.803 | .103 |

Table 15
Self-Rating of Consultation Competence by Resource Teachers with Differing Lengths of Resource Teaching Experience

| Variable | No. of Years of Resource Teaching Experience | | | | F | p |
|---|---|---|---|---|---|---|
| | 1 or less (N=33) | 2-5 (N=79) | 6-10 (N=31) | more than 10 (N=5) | (3,144) | |
| Competence | 56.45 | 58.46 | 60.17 | 68.00 | 1.267 | .289 |
| Item 1 | 3.37 | 3.66 | 3.87 | 4.40 | 2.603 | .054 |
| 2 | 3.19 | 3.49 | 3.55 | 3.80 | 1.068 | .365 |
| 3 | 3.61 | 3.81 | 3.90 | 4.00 | .602 | .614 |
| 4 | 3.31 | 3.47 | 3.69 | 3.60 | .530 | .622 |
| 5 | 3.31 | 3.72 | 3.76 | 4.25 | 1.631 | .185 |
| 6 | 3.58 | 3.56 | 3.66 | 3.80 | .117 | .950 |
| 7 | 2.67 | 3.09 | 3.08 | 3.40 | 1.328 | .268 |
| 8 | 4.24 | 4.15 | 4.36 | 4.20 | .483 | .695 |
| 9 | 3.15 | 3.21 | 3.72 | 3.40 | 1.450 | .231 |
| 10 | 3.82 | 3.52 | 3.30 | 4.00 | 1.469 | .226 |
| 11 | 3.15 | 3.16 | 3.25 | 3.75 | .348 | .790 |
| 12 | 3.30 | 3.25 | 3.34 | 3.20 | .068 | .977 |
| 13 | 2.06 | 2.42 | 2.86 | 3.25 | 2.469 | .064 |
| 14 | 3.19 | 3.32 | 3.40 | 3.60 | .321 | .810 |
| 15 | 3.36 | 3.42 | 3.50 | 3.60 | .113 | .952 |
| 16 | 4.09 | 3.94 | 4.07 | 4.00 | .309 | .818 |
| 17 | 2.94 | 3.29 | 3.23 | 3.80 | .927 | .430 |

Table 16
Self-Ratings of Consultation Competence by Resource Teachers with Differing Amounts of Consultation Training

| Variable | Number of Hours of Consultation Training | | | | | | F | p |
|---|---|---|---|---|---|---|---|---|
| | none (N=52) | 1 to 5 (N=30) | 6 to 10 (N=13) | 11 to 15 (N=13) | 16 to 20 (N=7) | more than 20 (N=29) | (5,138) | |
| Competence | 57.16 | 57.08 | 53.00 | 62.27 | 65.71 | 61.23 | 1.666 | .148 |
| Item 1 | 3.51 | 3.73 | 3.38 | 3.92 | 4.00 | 3.71 | .876 | .499 |
| 2 | 3.13 | 3.47 | 3.62 | 3.69 | 3.43 | 3.72 | 1.389 | .232 |
| 3 | 3.65 | 3.53 | 3.77 | 3.92 | 4.00 | 4.10 | 1.302 | .267 |
| 4 | 3.64 | 3.11 | 3.31 | 3.23 | 3.86 | 3.69 | 1.222 | .302 |
| 5 | 3.42 | 3.45 | 3.62 | 3.92 | 4.43 | 3.90 | 1.813 | .114 |
| 6 | 3.71 | 3.28 | 3.15 | 3.75 | 4.29 | 3.69 | 1.800 | .117 |
| 7 | 2.81 | 3.03 | 3.08 | 3.00 | 3.42 | 3.04 | .450 | .813 |
| 8 | 4.15 | 4.10 | 4.31 | 4.15 | 4.57 | 4.28 | .520 | .761 |
| 9 | 3.23 | 3.52 | 2.50 | 3.62 | 3.43 | 3.52 | 1.553 | .178 |
| 10 | 3.46 | 3.47 | 3.62 | 3.53 | 4.43 | 3.66 | 1.053 | .389 |
| 11 | 3.14 | 2.89 | 2.69 | 3.45 | 3.71 | 3.54 | 1.700 | .139 |
| 12 | 3.16 | 3.14 | 2.92 | 3.50 | 3.86 | 3.59 | 1.369 | .240 |
| 13 | 2.26 | 2.53 | 1.62 | 2.36 | 3.00 | 3.10 | 3.148 | .010[a] |
| 14 | 3.16 | 3.20 | 3.00 | 3.83 | 3.57 | 3.55 | 1.405 | .226 |
| 15 | 3.23 | 3.52 | 3.00 | 3.77 | 3.86 | 3.62 | 1.353 | .246 |
| 16 | 3.94 | 4.14 | 3.62 | 4.39 | 4.29 | 3.86 | 1.480 | .200 |
| 17 | 3.21 | 3.00 | 2.77 | 3.31 | 3.57 | 48 | .828 | .532 |

[a]Teachers with six to 10 hours of training were significantly different from those with more than 20 hours at the .05 level.

Table 17
Rating of Resource Teacher Consultation Competence by Regular Class Teachers in Different Types of School Districts

| Variable | Type of District: Metropolitan (N=114) | Type of District: Non-Metropolitan (N=80) | t (192) | p |
|---|---|---|---|---|
| Competence | 54.84 | 52.82 | .81 | .422 |
| Item 1 | 3.43 | 3.43 | -.02 | .985 |
| 2 | 3.19 | 3.13 | .33 | .741 |
| 3 | 3.63 | 3.39 | 1.49 | .137 |
| 4 | 3.22 | 3.03 | 1.02 | .309 |
| 5 | 3.08 | 3.10 | -.12 | .908 |
| 6 | 3.16 | 3.24 | -.49 | .623 |
| 7 | 2.85 | 3.01 | -.97 | .334 |
| 8 | 3.88 | 3.93 | -.64 | .521 |
| 9 | 2.98 | 2.8 | .84 | .403 |
| 10 | 3.44 | 3.28 | .85 | .397 |
| 11 | 3.15 | 3.10 | .10 | .921 |
| 12 | 3.16 | 2.90 | 1.49 | .137 |
| 13 | 2.44 | 2.16 | 1.37 | .173 |
| 14 | 2.95 | 2.97 | -.11 | .915 |
| 15 | 3.30 | 3.36 | -.34 | .735 |
| 16 | 3.57 | 3.44 | .78 | .435 |
| 17 | 3.03 | 2.95 | 1.50 | .135 |

Table 18
Rating of Resource Teacher Consultation Competence by Regular Class Teachers with Differing Lengths of Educational Service

| Variable | No. of Years of Educational Service | | | | | |
|---|---|---|---|---|---|---|
| | 1 or less (N=2) | 2-5 (N=29) | -10 =57) | more than 10 (N=104) | (3,188) | |
| Competence | 62.50 | 51.33 | 51.40 | 55.86 | 1.315 | .272 |
| Item 1 | 3.00 | 3.34 | 3.38 | 3.48 | .298 | .827 |
| 2 | 2.50 | 3.00 | 3.05 | 3.26 | .856 | .465 |
| 3 | 5.00 | 3.45 | 3.36 | 3.62 | 1.967 | .120 |
| 4 | 4.00 | 2.93 | 3.06 | 3.23 | .817 | .486 |
| 5 | 3.50 | 2.79 | 3.16 | 3.08 | .731 | .535 |
| 6 | 4.50 | 2.90 | 3.16 | 3.25 | 1.667 | .176 |
| 7 | 2.50 | 2.83 | 2.02 | [illegible] | .305 | .822 |
| 8 | 4.00 | 3.93 | 3.77 | 4.01 | .555 | .546 |
| 9 | 3.50 | 3.07 | 2.47 | 3.09 | 3.011 | .031[a] |
| 10 | 3.50 | 3.32 | 3.36 | 3.38 | .022 | .995 |
| 11 | 3.00 | 3.45 | 3.04 | 3.02 | 1.001 | .394 |
| 12 | 3.50 | 3.07 | 2.98 | 3.06 | .173 | .914 |
| 13 | 3.50 | 1.96 | 2.10 | 2.51 | 2.413 | .068 |
| 14 | 2.50 | 2.90 | 2.91 | 3.00 | .248 | .863 |
| 15 | 1.50 | 3.04 | 3.30 | 3.39 | 1.464 | .226 |
| 16 | 2.50 | 3.61 | 3.37 | 3.54 | .933 | .426 |
| 17 | 4.00 | 2.86 | 2.87 | 3.30 | 2.076 | .105 |

[a] Teachers with six to 10 years of service were significantly different from those with more than 10 years at the .05 level.

Table 19
Rating of Resource Teacher Consultation Competence by Regular Class Teachers with Contact of Differing Lengths with Resource Programs

| Variable | No. of Years of Contact with Resource Room Program | | | | F (3,186) | p |
|---|---|---|---|---|---|---|
| | 1 or less (N=20) | 2-5 (N=101) | 6-10 (N=51) | more than 10 (N=18) | | |
| Competence | 51.44 | 53.33 | 57.54 | 52.36 | .982 | .403 |
| Item 1 | 3.29 | 3.40 | 3.48 | 3.65 | .409 | .747 |
| 2 | 3.11 | 3.08 | 3.29 | 3.33 | .523 | .667 |
| 3 | 3.68 | 3.53 | 3.55 | 3.33 | .331 | .803 |
| 4 | 2.58 | 3.17 | 3.38 | 3.00 | 1.926 | .127 |
| 5 | 2.8[illegible] | 3.00 | 3.38 | 3.12 | 1.299 | .301 |
| 6 | 2.[illegible] | 3.28 | 3.18 | 3.22 | 1.009 | .390 |
| 7 | 2.79 | 2.89 | 2.98 | 3.06 | .230 | .875 |
| 8 | 4.10 | 3.88 | 4.06 | 3.72 | .667 | .573 |
| 9 | 2.58 | 2.91 | 3.00 | 3.11 | .612 | .608 |
| 10 | 3.3[illegible] | 3.98 | 3.43 | 3.20 | .150 | .930 |
| 11 | 2.79 | 3.19 | 3.28 | 2.62 | 1.799 | .149 |
| 12 | 2.71 | 3.07 | 3.24 | 2.88 | 1.095 | .353 |
| 13 | 2.19 | 2.29 | 2.26 | 2.27 | .530 | .662 |
| 14 | 2.76 | 2.92 | 3.13 | 3.00 | 48 | .650 |
| 15 | 3.22 | 3.27 | 3.46 | 3.44 | .426 | .734 |
| 16 | 3.47 | 3.55 | 3.49 | 3.56 | .046 | .987 |
| 17 | 2.78 | 3.05 | 3.37 | 3.22 | 1.173 | .322 |

Table 20
Rating of Resource Teacher Consultation Competence by Regular Class Teachers With and Without Special Education Certification

| Variable | With (N=7) | Without (N=187) | t (192) | p |
|---|---|---|---|---|
| Competence | 52.50 | 54.09 | -.26 | .795 |
| Item 1 | 3.29 | 3.44 | -.38 | .704 |
| 2 | 3.57 | 3.15 | .97 | .333 |
| 3 | 3.71 | 3.52 | .45 | .654 |
| 4 | 3.00 | 3.15 | -.30 | .764 |
| 5 | 3.00 | 3.10 | -.21 | .837 |
| 6 | 2.86 | 3.20 | -.80 | .426 |
| 7 | 3.00 | 2.92 | .19 | .848 |
| 8 | 3.86 | 3.9 | -.17 | .869 |
| 9 | 3.00 | 2.9 | .18 | .861 |
| 10 | 2.86 | 2.29 | -1.14 | .225 |
| 11 | 3.17 | 3.11 | .12 | .903 |
| 12 | 2.83 | 3.06 | -.49 | .626 |
| 13 | 2.71 | 2.30 | .81 | .418 |
| 14 | 3.00 | 2.96 | .09 | .927 |
| 15 | 3.00 | 3.34 | -.78 | .435 |
| 16 | 3.57 | 3.51 | .14 | .892 |
| 17 | 3.00 | 3.12 | -.24 | .809 |

Table 21

Rating of Resource Teacher Consultation Competence by Principals in Different Types of School Districts

| Variable | Type of District | | t | p |
|---|---|---|---|---|
| | Metropolitan (N=103) | Non-Metropolitan (N=72) | | |
| Competence | 58.48 | 55.54 | 1.36 | .176 |
| Item 1 | 3.43 | 3.44 | -.24 | .813 |
| 2 | 3.13 | 3.26 | 1.43 | .156 |
| 3 | 3.28 | 3.51 | 1.98 | .050 |
| 4 | 3.59 | 3.17 | 2.27 | .024 |
| 5 | 3.68 | 3.55 | .77 | .441 |
| 6 | 3.32 | 3.22 | .57 | .572 |
| 7 | 3.21 | 3.06 | .89 | .374 |
| 8 | | 3.93 | -.72 | .471 |
| 9 | | 3.12 | 1.95 | .052 |
| 10 | | 3.27 | -.32 | .751 |
| 11 | | 3.32 | -.43 | .671 |
| 12 | 3.28 | 3.13 | 1.71 | .089 |
| 13 | 2.64 | 2.39 | 1.30 | .196 |
| 14 | 3.37 | 2.97 | 2.56 | .012 |
| 15 | 3.50 | 3.33 | 1.16 | .248 |
| 16 | 3.65 | 3.40 | 1.74 | .083 |
| 17 | 3.26 | 3.21 | .28 | .779 |

Table 22

Rating of Resource Teacher Consultation Competence by Principals with Differing Lengths of Educational Service

| Variables | No. of Years of Educational Service | | | | F | p |
|---|---|---|---|---|---|---|
| | 6-10 (N=12) | 11-15 (N=18) | 16-20 (N=36 | more than 20 (N=107) | (3,169) | |
| Competence | 55.00 | 50.44 | 57.47 | 58.69 | 2.000 | .117 |
| Item 1 | 3.67 | 3.00 | 3.36 | 3.57 | 1.584 | .195 |
| 2 | 3.42 | 3.11 | 3.28 | 3.47 | .792 | .450 |
| 3 | 3.75 | 3.17 | 3.60 | 3.75 | 2.440 | .066 |
| 4 | 3.25 | 3.06 | 3.26 | 3.57 | 1.382 | .250 |
| 5 | 3.27 | 3.22 | 3.75 | 3.78 | 1.679 | .174 |
| 6 | 3.25 | 2.72 | 3.29 | 3.38 | 1.805 | .148 |
| 7 | 3.00 | 2.78 | 3.14 | 3.24 | 1.037 | .378 |
| 8 | 3.67 | 4.00 | 4.14 | 3.9[illegible] | .708 | .548 |
| 9 | 3.00 | 2.78 | 3.31 | [illegible]43 | 2.177 | .093 |
| 10 | 2.50 | 3.17 | 3.25 | [illegible] | 1.970 | .120 |
| 11 | 3.50 | 2.83 | 3.31 | 3.[illegible] | 1.327 | .268 |
| 12 | 3.17 | 2.94 | 3.31 | 3.34 | .932 | .426 |
| 13 | 2.58 | 2.35 | 2.36 | 2.66 | .690 | .559 |
| 14 | 3.27 | 2.75 | 3.31 | 3.23 | 1.270 | .286 |
| 15 | 3.33 | 3.11 | 3.56 | 3.46 | .953 | .416 |
| 16 | 3.91 | 3.53 | 3.72 | 3.44 | 1.440 | .233 |
| 17 | 3.17 | 2.94 | 3.28 | 3.27 | .410 | .746 |

Table 23

Rating of Resource Teacher Consultation Competence by Principals with Contact of Differing Lengths with Resource Programs

| Variable | No. of Years of Contact with Resource Room Programs | | | | F | p |
|---|---|---|---|---|---|---|
| | 1 or less (N=2) | 2-5 (N=74) | 6-10 (N=76) | more than 10 (N=20) | (3,168) | |
| Competence | 58.56 | 56.27 | 56.61 | 57.27 | .526 | .592 |
| Item 1 | 4.50 | 3.55 | 3.43 | 3.25 | .972 | .407 |
| 2 | 4.00 | 3.47 | 3.32 | 3.30 | .506 | .678 |
| 3 | 4.50 | 3.79 | 3.56 | 3.47 | 1.813 | .147 |
| 4 | ---- | 3.41 | 3.39 | 3.65 | .390 | .678 |
| 5 | 4.00 | 3.70 | 3.65 | 3.42 | .404 | .750 |
| 6 | 3.00 | 3.48 | 3.16 | 3.05 | 1.318 | .270 |
| 7 | 4.00 | 3.26 | 3.10 | 2.90 | 1.058 | .369 |
| 8 | 4.50 | 4.08 | 3.93 | 3.85 | .602 | .625 |
| 9 | 4.00 | 3.43 | 3.21 | 3.10 | 1.009 | .390 |
| 10 | 4.00 | 3.17 | 3.21 | 3.45 | .636 | .593 |
| 11 | 3.00 | 3.35 | 3.11 | 3.15 | .787 | .503 |
| 12 | 2.00 | 3.46 | 3.11 | 3.35 | 1.787 | .152 |
| 13 | 2.00 | 2.68 | 2.43 | 2.65 | .573 | .634 |
| 14 | 3.50 | 3.27 | 3.08 | 3.37 | .680 | .566 |
| 15 | 4.00 | 3.62 | 3.25 | 3.40 | 2.086 | .104 |
| 16 | 4.00 | 3.68 | 3.39 | 3.60 | 1.331 | .266 |
| 17 | 4.00 | 3.31 | 3.23 | 2.95 | .753 | .522 |

Summary of Resource Teacher Demographic Information
(Reported in Percentages)

| | | | |
|---|---|---|---|
| **Years as a Resource Teacher** | | | |
| 1 or less | 22.3 | 2 to 5 | 53.4 |
| 6 to 10 | 20.9 | more than 10 | 3.4 |
| **Level of School** | | | |
| elementary | 53.6 | m.s./j.h. | 10.1 |
| high school | 12.1 | 2 or 3 levels | 24.2 |
| **Types of Children Served** | | | |
| LD | 88.5 | EMR | 66.7 |
| PH | 3.2 | hearing impaired | 1.3 |
| visually h. | 3.2 | other | 1.3 |
| EH | 38.5 | | |
| **Other Position(s) Held in Education** | | | |
| none | 23.1 | sp.ed.class teacher | 52.6 |
| reg.ed.teacher | 23.7 | other | 20.5 |
| **No. of Years as Reg. Ed. Teacher (based on N=36)** | | | |
| 1 or less | 23.1 | 2 to 5 | .0 |
| 6 to 10 | 25.0 | more than 10 | 12.9 |
| **Highest Degree Held in Education** | | | |
| B.S. | 27.6 | M.S. | 72.4 |
| **Total No. of Children in Caseload** | | | |
| 1 to 10 | 5.5 | 11 to 20 | 34.5 |
| 21 to 30 | 39.3 | 31 to 50 | 17.2 |
| more than 50 | 3.5 | | |
| **No. of Children Taught Each Day** | | | |
| 1 to 10 | 10.3 | 11 to 20 | 40.4 |
| 21 to 30 | 36.3 | 31 to 50 | 11.0 |
| more than 50 | 2.0 | | |

Note: When percentages do not total 100, teachers could mark more than one response.

How Trained for Consultation Duties

| | | | |
|---|---|---|---|
| no training | 19.9 | workshop | 30.8 |
| coursework | 56.8 | info from principal | 24.4 |

No. of Clock Hours of Consultation Training

| | | | |
|---|---|---|---|
| no training | 36.1 | 1 to 5 | 20.8 |
| 6 to 10 | 9.0 | 11 to 15 | 9.0 |
| 16 to 20 | 4.9 | more than 20 | 20.1 |

Summary of Resource Teacher "Other" Responses

| ITEM AND RESPONSES | NO. OF RESPONSES |
|---|---|
| **Types of children served** | |
| Regular education | 1 |
| Communicationally handicapped | 1 |
| **Other positions held in education** | |
| Conference teacher | 2 |
| Summer school teacher | 1 |
| Special ed. homebound teacher/hospital teacher | 1 |
| Substitute teacher | 2 |
| Speech and hearing therapist | 6 |
| Corrections | 1 |
| PE/Coach | 4 |
| Part-time special ed. class | 1 |
| Department head | 2 |
| Resource teacher at a different level | 3 |
| Counselor | 1 |
| Music teacher | 1 |
| Adult education | 1 |
| Preschool special ed. teacher | 1 |
| Special ed. supervisor | 1 |
| Case conference coordinator | 1 |
| Supervising teacher in preschool | 1 |
| **How Trained to Consult** | |
| Individual initiative work | 1 |
| Help from previous resource teacher | 1 |
| Previous experience as a resource teacher | 1 |
| Indirect help from elementary education classes | 1 |
| **Problem Factors to Consultation** | |
| Negative attitude of regular education to special ed. | 2 |
| Program inconsistency | 1 |
| Reg.ed. unwillingness to adjust work for special ed. students | 1 |
| Lack of materials to share | 2 |
| Reg.ed. lack of understanding of special ed. and its students | 3 |
| Overall lack of time/Scheduling problems | 2 |
| Resource teacher serves students whose teachers are in a different building | 1 |
| No monetary reward from state/fed. funds for consulting | 1 |

Summary of Regular Education Classroom Teacher Demographic Information
(Reported in Percentages)

| | | | |
|---|---|---|---|
| **No. of Years of Teaching Experience** | | | |
| 1 or less | 1.0 | 2 to 5 | 15.0 |
| 6 to 10 | 29.6 | more than 10 | 54.4 |
| **Level of School** | | | |
| elementary | 70.6 | m.s./j.h. | 16.0 |
| high school | 10.3 | 2 or 3 levels | 3.1 |
| **No. of Years of Contact with Resource Room Programs** | | | |
| 1 or less | 10.5 | 2 to 5 | 53.2 |
| 6 to 10 | 26.8 | more than 10 | 9.5 |
| **Highest Degree Held in Education** | | | |
| B.S. | 13.9 | M.S. | 85.1 |
| Ed.S. | .5 | Ed.D. | .5 |
| **Type(s) of Special Education Teaching Certification Held** | | | |
| none | 93.3 | EH | .5 |
| LD | 2.6 | EMR | 3.1 |
| PH | 0 | hearing impaired | 0 |
| visually h. | 0 | other | 1.5 |
| **No. of Special Education Students in Class(es)** | | | |
| one | 26.3 | two | 22.1 |
| three | 14.7 | four | 5.3 |
| five | 5.8 | more than five | 17.4 |

Note. When percentages total 100, teachers could mark more than one response.

Summary of Regular Education Classroom Teacher "Other" Responses

| ITEM AND RESPONSES | NO. OF RESPONSES |
|---|---|
| **Special education certification held** | |
| Trainable mentally retarded | 1 |
| Speech therapy | 1 |
| School psychometry | 1 |
| **Problem factors to consultation** | |
| Time is a critical factor | 4 |
| Ambiguity in resource teacher job definition | 1 |
| Special ed. student attendance | 1 |
| Lack of matching time | 1 |
| Takes away from resource teacher direct instruction time | 1 |

Summary of Principal Demographic Information
(Reported in Percentages)

| | | | |
|---|---|---|---|
| **No. of Years as Principal** | | | |
| 1 or less | 5.1 | 2 to 5 | 22.7 |
| 6 to 10 | 18.2 | more than 10 | 54.0 |
| **Level of School** | | | |
| elementary | 68.8 | m.s./j.h. | 9.7 |
| high school | 9.6 | 2 or 3 levels | 11.9 |
| **No. of Years of Contact with Resource Room Programs** | | | |
| 1 or less | 1.1 | 2 to 5 | 43.7 |
| 6 to 10 | 43.7 | more than 10 | 11.5 |
| **Other Position(s) Held in Education** | | | |
| none | 2.3 | sp.ed.class teacher | 4.0 |
| reg.ed.teacher | 93.2 | other | 41.2 |
| **Types of Special Education Teaching Certification Held** | | | |
| none | 97.2 | EH | 0 |
| LD | 0 | MR | 1.1 |
| PH | 0 | hearing impaired | 0 |
| visually h. | 0 | other | 1.7 |
| **Total No. of Years of Educational Service** | | | |
| 6 to 10 | 7.4 | 11 to 15 | 10.3 |
| 16 to 20 | 20.6 | more than 20 | 61.7 |
| **No. of Mainstreamed Students in School** | | | |
| 5 or less | 12.7 | 6 to 10 | 5.4 |
| 11 to 20 | 35.2 | 21 to 30 | 20.0 |
| 31 to 50 | 17.0 | more than 50 | 9.7 |

Note. When percentages do not total 100, principals could mark more than one response.

# Appendix D

## Demographic Information and "Other" Responses

Summary of Principal "Other" Responses

| ITEM AND RESPONSE | NO. OF RESPONSES |
|---|---|
| **Special education certification held** | |
| Special education Kg. to 12 | 1 |
| Reading specialist | 1 |
| **Other positions held in education** | |
| Master teacher, open plan | 1 |
| Asst. principal/Vice-principal | 35 |
| Drug education supervisor | 1 |
| Department head | 4 |
| Coach/PE | 9 |
| Remedial reading teacher | 4 |
| Consultant | 17 |
| Adult education teacher | 1 |
| Headstart supervisor | 1 |
| Summer school supervisor | 1 |
| College lecturer/Instructor | 3 |
| Principal in another level/type of school | 2 |
| Teacher of gifted | 1 |
| Counselor | 6 |
| Dean of boys | 4 |
| Asst. to superintendent | 1 |
| Alternative school coordinator | 1 |
| Director of inservice | 1 |
| Superintendent | 1 |
| **Problem factors to consultation** | |
| Need resource teacher in building full time | 2 |
| Lack of principal time for involvement | 3 |
| Need for reduced instructional day | 1 |
| Need for joint preparation time for resource and class teachers | 2 |
| General lack of time | 2 |
| Need more resource teachers to handle student load | 1 |
| Lack of central office support | 1 |

# Appendix D

## Demographic Information and "Other" Responses

Summary of Resource Teacher Demographic Information
(Reported in Percentages)

| | | | |
|---|---|---|---|
| **Years as a Resource Teacher** | | | |
| 1 or less | 22.3 | 2 to 5 | 53.4 |
| 6 to 10 | 20.9 | more than 10 | 3.4 |
| **Level of School** | | | |
| elementary | 53.6 | m.s./j.h. | 10.1 |
| high school | 12.1 | 2 or 3 levels | 24.2 |
| **Types of Children Served** | | | |
| LD | 88.5 | EMR | 66.7 |
| PH | 3.2 | hearing impaired | 1.3 |
| visually h. | 3.2 | other | 1.3 |
| EH | 38.5 | | |
| **Other Position(s) Held in Education** | | | |
| none | 23.1 | sp.ed.class teacher | 52.6 |
| reg.ed.teacher | 23.7 | other | 20.5 |
| **No. of Years as Reg. Ed. Teacher (based on N=36)** | | | |
| 1 or less | 23.1 | 2 to 5 | 50.0 |
| 6 to 10 | 25.0 | more than 10 | 13.9 |
| **Highest Degree Held in Education** | | | |
| B.S. | 27.6 | M.S. | 72.4 |
| **Total No. of Children in Caseload** | | | |
| 1 to 10 | 5.5 | 11 to 20 | 34.5 |
| 21 to 30 | 39.3 | 31 to 50 | 17.2 |
| more than 50 | 3.5 | | |
| **No. of Children Taught Each Day** | | | |
| 1 to 10 | 10.3 | 11 to 20 | 40.4 |
| 21 to 30 | 36.3 | 31 to 50 | 11.0 |
| more than 50 | 2.0 | | |

Note. When percentages do not total 100, teachers could mark more than one response.

| How Trained for Consultation Duties | | | |
|---|---|---|---|
| no training | 19.9 | workshop | 30.8 |
| coursework | 56.8 | info.from principal | 24.4 |

| No. of Clock Hours of Consultation Training | | | |
|---|---|---|---|
| no training | 36.1 | 1 to 5 | 20.8 |
| 6 to 10 | 9.0 | 11 to 15 | 9.0 |
| 16 to 20 | 4.9 | more than 20 | 20.1 |

Summary of Resource Teacher "Other" Responses

| ITEM AND RESPONSES | NO.OF RESPONSES |
|---|---|
| **Types of children served** | |
| Regular education | 1 |
| Communicationally handicapped | 1 |
| **Other positions held in education** | |
| Conference teacher | 3 |
| Summer school teacher | 1 |
| Special ed. homebound teacher/hospital teacher | 1 |
| Substitute teacher | 2 |
| Speech and hearing therapist | 6 |
| Corrections | 1 |
| PE/Coach | 4 |
| Part-time special ed. class | 1 |
| Department head | 2 |
| Resource teacher at a different level | 3 |
| Counselor | 1 |
| Music teacher | 1 |
| Adult education | 1 |
| Preschool special ed. teacher | 1 |
| Special ed. supervisor | 1 |
| Case conference coordinator | 1 |
| Supervising teacher in preschool | 1 |
| **How Trained to Consult** | |
| Individual initiative work | 1 |
| Help from previous resource teacher | 1 |
| Previous experience as a resource teacher | 1 |
| Indirect help from elementary education classes | 1 |
| **Problem Factors to Consultation** | |
| Negative attitude of regular education to special ed. | 2 |
| Program inconsistency | 1 |
| Reg.ed.unwillingness to adjust work for special ed.students | 1 |
| Lack of materials to share | 2 |
| Reg.ed.lack of understanding of special ed. and its students | 3 |
| Overall lack of time/Scheduling problems | 2 |
| Resource teacher serves students whose teachers are in a different building | 1 |
| No monetary reward from state/fed.funds for consulting | 1 |

Summary of Regular Education Classroom Teacher Demographic Information (Reported in Percentages)

| | | | |
|---|---|---|---|
| **No. of Years of Teaching Experience** | | | |
| 1 or less | 1.0 | 2 to 5 | 15.0 |
| 6 to 10 | 29.6 | more than 10 | 54.4 |
| **Level of School** | | | |
| elementary | 70.6 | m.s./j.h. | 16.0 |
| high school | 10.3 | 2 or 3 levels | 3.1 |
| **No. of Years of Contact with Resource Room Programs** | | | |
| 1 or less | 10.5 | 2 to 5 | 53.2 |
| 6 to 10 | 26.8 | more than 10 | 9.5 |
| **Highest Degree Held in Education** | | | |
| B.S. | 13.9 | M.S. | 85.1 |
| Ed.S. | .5 | Ed.D. | .5 |
| **Type(s) of Special Education Teaching Certification Held** | | | |
| none | 93.3 | EH | .5 |
| LD | 2.6 | EMR | 3.1 |
| PH | 0 | hearing impaired | 0 |
| visually h. | 0 | other | 1.5 |
| **No. of Special Education Students in Class(es)** | | | |
| one | 26.3 | two | 22.1 |
| three | 14.7 | four | 6.3 |
| five | 5.8 | more than five | 17.4 |

Note. When percentages do not total 100, teachers could mark more than one response.

Summary of Regular Education Classroom Teacher
"Other" Responses

| ITEM AND RESPONSES | NO. OF RESPONSES |
|---|---|
| Special education certification held | |
| Trainable mentally retarded | 1 |
| Speech therapy | 1 |
| School psychometry | 1 |
| Problem factors to consultation | |
| Time is a critical factor | 4 |
| Ambiguity in resource teacher job definition | 1 |
| Special ed. student attendance | 1 |
| Lack of matching time | 1 |
| Takes away from resource teacher direct instruction time | 1 |

Summary of Principal Demographic Information
(Reported in Percentages)

| | | | |
|---|---|---|---|
| **No. of Years as Principal** | | | |
| 1 or less | 5.1 | 2 to 5 | 22.7 |
| 6 to 10 | 18.2 | more than 10 | 54.0 |
| **Level of School** | | | |
| elementary | 68.8 | m.s./j.h. | 9.7 |
| high school | 9.6 | 2 or 3 levels | 11.9 |
| **No. of Years of Contact with Resource Room Programs** | | | |
| 1 or less | 1.1 | 2 to 5 | 43.7 |
| 6 to 10 | 43.7 | more than 10 | 11.5 |
| **Other Position(s) Held in Education** | | | |
| none | 2.3 | sp.ed.class teacher | 4.0 |
| reg.ed.teacher | 93.2 | other | 41.2 |
| **Types of Special Education Teaching Certification Held** | | | |
| none | 97.2 | EH | 0 |
| LD | 0 | MR | 1.1 |
| PH | 0 | hearing impaired | 0 |
| visually h. | 0 | other | 1.7 |
| **Total No. of Years of Educational Service** | | | |
| 6 to 10 | 7.4 | 11 to 15 | 10.3 |
| 16 to 20 | 20.6 | more than 20 | 61.7 |
| **No. of Mainstreamed Students in School** | | | |
| 5 or less | 12.7 | 6 to 10 | 5.4 |
| 11 to 20 | 35.2 | 21 to 30 | 20.0 |
| 31 to 50 | 17.0 | more than 50 | 9.7 |

Note. When percentages do not total 100, principals could mark more than one response.

Summary of Principal "Other" Responses

| ITEM AND RESPONSE | NO. OF RESPONSES |
|---|---|
| **Special education certification held** | |
| Special education Kg. to 12 | 1 |
| Reading specialist | 1 |
| **Other positions held in education** | |
| Master teacher, open plan | 1 |
| Asst. principal/Vice-principal | 35 |
| Drug education supervisor | 1 |
| Department head | 4 |
| Coach/PE | 9 |
| Remedial reading teacher | 4 |
| Consultant | 17 |
| Adult education teacher | 1 |
| Headstart supervisor | 1 |
| Summer school supervisor | 1 |
| College lecturer/Instructor | 3 |
| Principal in another level/type of school | 2 |
| Teacher of gifted | 1 |
| Counselor | 6 |
| Dean of boys | 4 |
| Asst. to superintendent | 1 |
| Alternative school coordinator | 1 |
| Director of inservice | 1 |
| Superintendent | 1 |
| **Problem factors to consultation** | |
| Need resource teacher in building full time | 2 |
| Lack of principal time for involvement | 3 |
| Need for reduced instructional day | 1 |
| Need for joint preparation time for resource and class teachers | 2 |
| General lack of time | 2 |
| Need more resource teachers to handle student load | 1 |
| Lack of central office support | 1 |

# Appendix E

## Description of Computer Facilities Used

## Description of Computer Facilities Used

### Pilot Study

The pilot data entry system was implemented on the DEC SYSTEM 10 running the TOPS-10 operating system. The program was written in ALGOL-60, a precursor to PASCAL, which permits modular programming. This feature enables the user to efficiently make changes to the program, and permits convenient data entry. Data could be entered into the data files from any location, providing a telephone and computer terminal were available. The program permitted the user to edit any data point, and missing values could be assigned as needed. The program also made it nearly impossible to damage data sets.

Once the data had been entered, they were transmitted from the DEC-10, which is located at Indiana University's Indianapolis campus, through the Indiana University Computing Network to the Control Data Corporation (CDC) 6600/CYBER-172 located in Bloomington. The data were then analyzed using two packaged programs: EDSTAT (Veldman, 1967) and SPSS, versions 7 and 8 (Nie, Hull, Jenkins, Steinbrenner, & Bent, 1975; Hull & Nie, 1981). The former is a program which has been used extensively at the Center for Innovation in Teaching the Handicapped (CITH) and which contains a relatively straightforward procedure for completing factor analysis and calculation of Cronbach's alpha. SPSS is a frequently used software package which contains procedures for numerous statistical tests.

Field Test of Survey

The data entry system and storage of all data from the field test phase of this project was implemented on the PRIME-750 running the PRIMOS operating system. A facility available on PRIMOS is the Scientific Information Retrieval (SIR) System (Robinson, Anderson, Cohen, Gazdzik, Cohen, Karpel, Miller, & Stein, 1980) version 2.03. The SIR system is a large, interactive software package which allows the hierarchical organization of data sets for ease of retrieval and analysis. The SIR System was selected for use because of this feature, since it enables transient reorganizations or subsets of the data to be easily created and analyzed. The selection of SIR as the central repository for data was also dictated by the fact that SIR permits data entry, retrieval and maintenance functions to be performed from a common interactive environment at the terminal. The central interactive point in the SIR system is an editor that permits the organization of the data to be defined, and procedures for retrieval and analysis to be created and performed. Additional analysis was also performed using SIR or SPSS, version 8, which was also available on the PRIME System.

Summary of Use

By employing the two systems and programs just described, it was possible to enter and analyze the pilot test survey data from approximately 150 respondents in a 3-week period, and to enter and analyze field test data in four months. These activities were

completed in that time frame even though they were tasks added to the investigator's full-time schedule. The flexibility and simplicity of the selected systems and programs made it possible to adhere to that time line.

Throughout the selection, development, and use of the systems and programs, CITH provided the technical and software support necessary to make these facilities available.

## References

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# Appendix F

## Description of Interviews With Resource Teachers About Consultation

## Description of Interviews With Resource Teachers About Consultation

Because the intent of this project was to efficiently gather the maximum amount of data possible on resource teacher consultation, a paper-and-pencil instrument was determined to be an appropriate means of data collection. By using a survey, a large number of respondents could be sought, and a flexible procedure could be used to encourage participation.

However, survey procedures have drawbacks. The closed format of a survey which simplifies data gathering and analysis prevents the collection of richer types of data, e.g., examples of behaviors, and descriptions of activities. For that reason, one objective of this project was to supplement the survey information by conducting interviews with a sample of the resource teachers who participated in the survey. It was anticipated that corroborative data and information potentially useful for designing consultation training for resource teachers would be obtained through the interviews.

### Method

#### Interview Schedule

The interview schedule was designed to elicit information to supplement that obtained through the survey instrument, and to be very flexible. The goal was to gather detailed information on consultation problems resource teachers encounter, strategies they employ in working with regular education classroom teachers, the types of consultation activities in which they engage, and their perceptions of the strengths and weaknesses of resource room programs.

Based on the literature review completed for the instrument development and Friend's (1979) preliminary study on resource teacher roles and responsibilities, a prototype survey schedule was developed. This schedule was evaluated by special education faculty members from Indiana University, and was pilot tested with several resource teachers. Several revisions were made to the schedule as a result of these activities. The final form of the interview schedule is included at the end of this description of the project's interview activities. It was considered a tentative schedule since the questions it contained were used as guidelines for completing interviews; deviations from those questions were considered necessary if the conversation seemed to warrant this.

The first part of each interview consisted of brief explanatory comments by the interviewer about the purpose of the conversation, an assurance of anonymity, and gneeral statements designed to establish rapport. The first major question asked of interviewees was to describe a typical day in their schedule. It was anticipated that this would enable the collection of information about the amount of time devoted to consultation, and the frequency of resource teachers' consulting activities. The interviewees were then asked to describe an instance of working with a regular educator and obtaining very positive results, and an instance of working with a regular class teacher and considering the interaction a failure. These questions, based on Flanagan's (1953) critical incident technique, were included to elicit examples of appropriate and inappropriate strategies, and to obtain examples of typical resource teacher consultation problems which might later form

the basis for training activities. Finally, the resource teachers were asked several questions about the nature and adequacy of their training for the esent positions, their perceptions of the success of the resource room model, and changes they would like to make in their program. Finally, the teachers rated on a 10-point scale (1=low; 10=high) their satisfaction with being a resource teacher.

The interview schedule was used flexibly, and so questions were frequently presented in a differing order, and were occasionally paraphrased.

Subjects and Setting

A pool of resource teachers to contact for interviews was generated during the field test of the survey instrument. All resource teacher surveys contained an invitation to participate in an interview and provided spaces for the teacher's name, school, and phone number so that each could be contacted. A total of 63 of the 149 resource teachers who completed the survey responded to the invitation. Since 30 interviews were planned, criteria were established to select the interviewees. First, the resource teachers' responses on the actual time and ideal time for consultation survey items were recorded. It was judged that teachers wanting less time than they currently had probably opposed consultation, and that wanting more would probably favor it. Only four resource teachers fall into the former group; all of these were interviewed so that as wide a range of responses as possible could be collected. Of the resource teachers favoring consultation, those whose total time derived for consultation was less than 5% of the school day were eliminated from the sample. The

remaining teachers were selected so that school district representation in the final interview sample was approximately proportional to school district representation in the total survey sample. Resource teachers from LEAs 02 and 08 could not be included because of time limitations. Thus, 15 teachers from LEA 01; 3 from LEA 03; 3 from LEA 04; 5 from LEA 05; 1 from LEA 06; and 3 from LEA 07 were contacted for interviews. All the resource teachers agreed to participate.

The investigator generally met the resource teachers at their schools to complete the interviews. They were conducted either in the teacher's classroom, a conference room, the teachers' lounge, or in two instances, in a setting other than the teacher's school.

Procedure

The resource teachers were contacted by telephone and reminded of their response to the survey. Once agreement to be interviewed was obtained a time and place for the meeting was established.

The investigator conducted all the interviews. She met each resource teacher at his/her school, suggested a relatively quiet place be used for the interview, and completed the preliminary comments. Permission was requested to record the conversation on a small audio-cassette recorder; all of the interviews were recorded. The investigation indicated that the interview schedule would be referred to as necessary to ensure interview completeness.

Each interview was then held, adhering to the interview schedule as much as possible. The interviews ranged in length from 20 to 90 minutes, with a mean of approximately 40 minutes.

At the conclusion of each interview the participant was thanked, and any additional questions asked about the study were answered.

## Results

### Typical Day

With the exception of the resource teachers in LEA 04, all the interviews indicated that their daily schedules consisted of sessions of direct instruction of resource program students interrupted by a preparation and a lunch period. None of the teachers had a specific time slot for consultation during regular school hours. In LEA 04, where the elementary resource teachers are housed in a central office and function primarily as diagnosticians, time for contact with other teachers was reported to occur only at case conferences and occasionally during brief hallway encounters.

### Positive Incidents

Resource teacher examples of problem situations that worked well generally fell into three categories. One group (50.2% of all responses) included a variety of behavior management programs. For example, one resource teacher described a child whose classroom behavior was extremely disruptive. The two teachers conferred about the problem, a management system in which the resource teacher provided reinforcement for appropriate classroom behavior was devised, and the regular educator provided a daily report on behavior to the resource teacher.

A second group of responses (28.5% of all responses) included clarifying handicapped children's capabilities and/or limitations to regular education. A secondary resource teacher reported that after he demonstrated to a government teacher that a student scored 90% on a

test when it was read to the student as opposed to the 30% scored when the test had been read by the student, the teacher became very supportive of the child and the program, readily making accomodations for the student.

A final group of responses (22.5%) concerned general communication between the special and regular educators. For example, one resource teacher described a note-writing system she and a classroom teacher devised to ensure they were working on similar academic skills in both classes.

Negative Incidents

Several (20%) of resource teachers' reports of negative incidents with regular educators concerned classroom teachers' unwillingness to make curricular adaptations. A junior high resource teacher described a lengthy written poetry assignment required by an English student. One resource student, although not able to complete all of the written work, began his own poetry collection, began selecting poetry books in the library, and struggled to use poems at difficult reading levels. The English teacher, however, failed him in the unit for not completing the written work.

Scheduling and time conflicts accounted for 27.3% of the incidents resource teachers related. These experiences generally involved the regular class teacher being inflexible about scheduling, refusing to allow students to leave class, or failing students due to class work missed while in the resource room. For example, one teacher explained that a resource pupil was paddled in front of his classmates when he was five minutes late returning to his room; the

resource teacher had kept the student beyond time, and believed that the regular educator was unwilling to accept that explanation.

A total of 21.7% of the resource teachers interviewed related an incident involving resource teacher designed and produced behavior management programs which failed when regular class teacher participation was sought. One teacher explained that she devised the simplest checkmark system she could in order to have the classroom teacher record whether student assignments were completed, but that once the recording chart was given to the teacher, it was never seen again.

Resource teachers related errors they had made in working with regular classroom teachers in 8.7% of the examples given. One teacher explained that she wanted to observe a resource student in his regular education classroom. She went to the room while class was in session, and announced her intention to observe. The teacher allowed her to enter, but requested that the principal not allow the resource teacher back into the classroom. The resource teacher felt the incident seriously damaged their professional relationship.

Finally, one resource teacher noted that particular teachers undermine the resource program, telling students that it is worthless, is simply a means of avoiding classwork, and is designed for "dummies."

Training Needed by Resource Teachers

The most frequently mentioned training need was for regular education or special education self-contained classroom teaching experience before resource room assignment; 43.4% of the interviewees made a comment on this topic. Reasons given generally included acquiring

a regular educator's perspective to increase understanding of those teachers' constraints, and building professional credibility. A total of 25.0 of the resource teachers noted that they had been trained solely in operating a self-contained classroom; they felt that coursework and/or practicum experience in resource room programs would be beneficial. Training in dealing with regular classroom teachers and in resolving conflicts was listed by 39.1% of the interviewees. Other training needs identified by the resource teachers included behavior management, assessment, requirements of federal and state law, and scheduling and time management. No particular training needs were suggested by 8.7% of the sample.

Regular Educators' Perceptions of Resource Teacher and Resource Room Program

Several of the resource teachers were very specific in their views of how regular educators perceived them; 33.3% of them felt they were seen only as tutors or remedial teachers, and 25.0% indicated they operated as building-based special education experts, providing assistance to regular educators, explaining federal requirements to administrators, and functioning as a one-person support system for students. A total of 20.8% of the interviewees mentioned that regular educators were unsure of what the resource room program and resource teacher were supposed to do.

A number of resource teachers mentioned that regular class teachers either felt threatened by special educators, or were jealous of the samll class sizes they generally have; 29.2% included comments on these topics among their perceptions of regular educators' views of them. Other descriptions resource teachers gave of classroom teachers

perceptions included babysitter, miracle worker, super-tutor, and cheerleader for handicapped students.

Principals' Perceptions of Resource Teacher and Resource Room Programs

The resource teachers interviewed generally made fewer comments about school administrators' perceptions of them than about any other interview topic. A total of 79.1% of them indicated that they had relatively little contact with their principals, or that the principals were basically supportive but didn't understand special education children, programs, and/or teachers. Direct conflict was reported with principals by 12.5% of the resource teachers, while 8.3% indicated that they had complete support and understanding from principals. It should be noted that most of the resource teachers, particularly those who had resource taught in several buildings, qualified their responses to this item by stating that individual principals varied tremendously in their perceptions.

Changes Recommended for Resource Room Programs

Of the resource teachers who recommended changes in resource room programs, most made several suggestions. A total of 41.7% of the teachers mentioned the need to limit the number of students that may be assigned to one teacher. Several reported having caseloads of 40-50 pupils. Changes in scheduling, including time for resource teachers to meet with regular educators and parents, was listed by 41.7% of the interviewees as needed.

Another change recommended by 17% of the teachers concerned materials and assistance; increasing budgets for instructional materials and hiring paraprofessional to assist in paperwork, etc., were frequently

mentioned. Another change perceived as needed is to clearly identify resource teacher responsibilities and increase their authority in working with other teachers, i.e., enable them to determine scheduling of students instead of the regular educators. A total of 29.1% of the resource teachers mentioned these areas. Other changes recommended were giving credit for resource room attendance to high school pupils; more conservative evaluation and placement of students in resource programs; inservice for all staff members on resource teacher responsibilities and handicapped children's characteristics; and to expand resource programs to include vocational education. No changes were suggested by 16.6% of the interviewees.

Program Efficacy

The resource teachers were asked whether they felt the resource program really worked, i.e., accomplished what it was established to do. A total of 70.0% of the teachers responded affirmatively to the question, elaborating with examples of children who are succeeding in the mainstream. A few teachers (17.4%) indicated that program success depended largely on the appropriateness of the placement for each child. Each teacher mentioned instances of students who either should not have been removed from the mainstream, or who could have benefited from full-time placement. Finally, 12.6% of the interviewees responded that they could not answer the question since they were not completely sure of the resource program's goals.

Job Satisfaction Ratings

When the interviewees rated their jobs on a 10-point scale where a response of "1" meant that obtaining a different job was a top

priority and "10" meant that resource teaching was an ideal occupation, the mean rating given was 7.3. Responses ranged from 1 to 10, and one individual refused to respond to the question. Most of the teachers reported that they enjoyed the flexibility and challenge of the job, but were frustrated by paperwork and difficulties in dealing with other teachers, principals, and/or parents.

## Discussion

The results obtained from the resource teacher interviews generally supported the data obtained from the survey. Resource teachers were positive about many aspects of their jobs, and most commented at some point on the importance of effective, ongoing communication with regular education teachers. It was also apparent from the interviews, however, that resource room programs do not operate in Indiana schools as recommended in the literature, nor do resource teachers feel satisfied with the present programs. Resource teachers reported having virtually no school time allotted to consultation; their school hours are spent in direct instruction, routine duties, and in rural school systems, in travel among buildings.

The interview data resulted in the identification of several previously unrecognized areas of concern for consultation in resource teaching. For example, several resource teachers commented on the isolation they felt, and remarked that it would be tremendously helpful just to have regular meetings at which to commiserate and share ideas. Also, a suprising number of resource teachers stated that they were perceived as a threat by the other teachers in the building because they essentially are assigned the task of remediating where regular educators have failed. These comments suggest that this area needs exploration.

Information useful for designing training exercises in consultation strategies was also gathered through the survey activities. The critical incidents teachers related, for example, could be used to design modeling and role-play experineces for resource teacher trainees. Likewise, the scheduling problems reported by the interviewees could be incorporated into problem-solving experiences. Finally, several resource teachers mentioned that they have trouble asserting themselves, i.e., they generally acquiesce to a regular educator's wishes even if they feel they are not in the student's best interest. This suggests another avenue for training.

The survey data are, of course, limited in several ways. The sample was composed of volunteers, undoubtedly a biasing factor. Also, no data were collected from regular education classroom teachers through which to corroborate the resource teachers' views. Such informatio is needed before the data collected here could be evaluated for accuracy.

In conclusion, it should be noted that this report has only presented an overview of the interview data. Many examples of situations resource teachers encounter and numerous comments about the advantages and drawbacks of being a resource teacher were related by the interviewees, and it is anticipated that this information will be used as a springboard for future research and development activities.

Tentative Interview Schedule

Introduction

As you could probably tell from the survey, I'm interested in finding out about what resource teachers are doing in their job, and what they think about different aspects of their job.

Typical Day

One way to find out about resource teaching is just to look at what you do during the course of a day. Could you describe what a typical day - say yesterday - was like for you? (Prompt: Just go through all the things you did yesterday.)

Critical Incident

One area of your job that I'm especially interested in is your contact with the regular classroom teachers. It seems like it would sometimes be important to work with the regular class teacher in order to help the kids that you're teaching.

If you can, think of some time recently when you were meeting with a class teacher about one of the special ed. kids - I'll call that consulting - and the whole meeting - however long or short that was - really went well.

What were the general circumstances of your meeting? When did it occur? Where?

What do you think made the meeting so good?

What did you - as a resource teacher - do that really seemed to help things go well?

How did this all turn out?

Now, can you think of a time recently when you were consulting with a teacher and the meeting was pretty much disastrous - you didn't accomplish what you were trying to do?

What were the circumstances? When di it occur? Where?

What made the meeting go poorly?

Reflecting back, can you think of things that you did - or didn't - do that you would have changed to improve the situation?

What was the outcome of the meeting?

Other Questions

I'd like to ask you a few direct questions about your job, too.

-How do you balance teaching children and seeing teachers in your job?

-If you didn't have to be concerned with other factors, how would you like to allot your time between teaching and working with teachers?

-Do you think that training (or more training) in dealing with other teachers would have been helpful to you as a resource teacher?

-How else do you wish your teacher training had been different to help you prepare for resource teaching?

-What do you think the classroom teacher's perspective is on working with you and the students who go to the resource room?

-What strategies do you use in working with class teachers? How did you develop these?

-What's the greatest obstacle to working with class teachers?

-What is the administration's perspective on the way resource room programs should operate?

-One last question - Do you think the resource room program works - I mean, does it provide the services the kids enrolled in it need? Would you change the setup? How?

# Appendix G

## Description of a Prototype Workshop on Consultation Strategies

## Description of a Prototype Workshop on Consultation Strategies

The primary goal of this research project was to gather data on regular education and special education practitioners' attitudes toward and perceptions of the resource teacher's consulation role. This goal was accomplished through the development and validation of a consulting skills assessment instrument. It was recognized, however, that data gathering represents only an initial step in the process of improving educational practices. Information on attitudes and perceptions should lead to the development of training techniques and plans which foster desired attitudes and increase skills perceived as needed.

In order to make some slight progress toward devising training methods, a prototype workshop was conducted as part of the project's activities. Its purpose was to determine whether skills identified as applicable to the resource teacher's consultation role are amenable to training, and whether such a workshop would increase practitioners' knowledge of consultation strategies and have a positive impact on their perception of consultation's utility to them.

### Method

#### Training Content

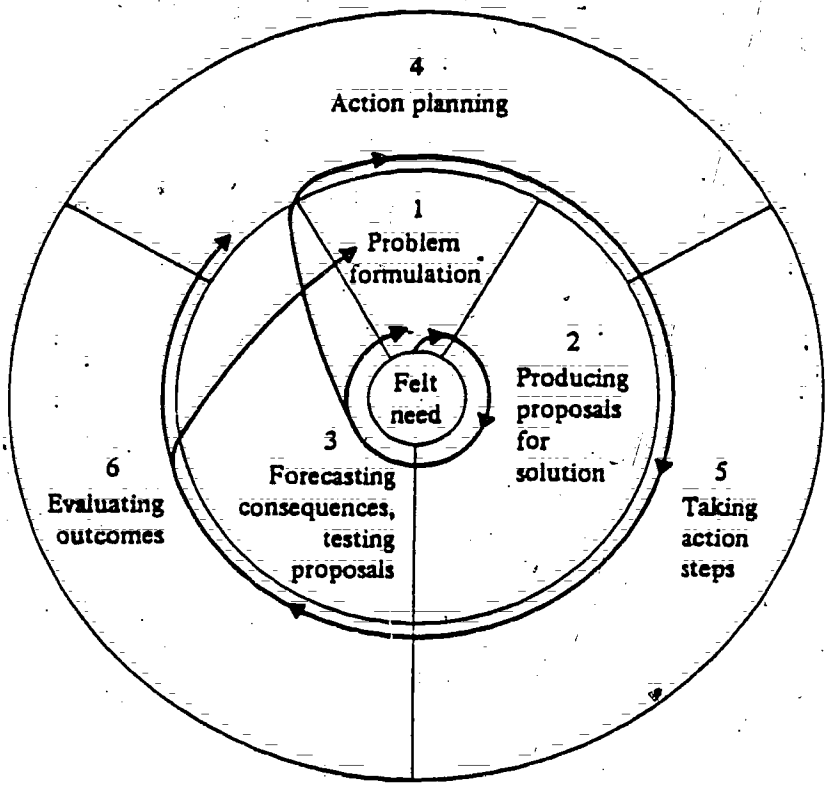
Because of time and economic constraints, it was necessary to select a single component of consultation on which to focus during the workshop. Problem-solving was selected as an appropriate training topic.

Several models for problem-solving have appeared in the literature. Schein's (1969) model is representative of them, and was used as the basis for the workshop. The model is presented in Figure 1.

The first step in the problem-solving process is problem identification or formulation. This is often the most difficult stage of the process since symptoms are often labeled problems without focusing on the specific behaviors that comprise the problem. The second step is to produce proposals for solving the problem. This step is also called brainstorming, and its successful completion is dependent on the noncritical listing of many solutions, with little consideration of feasibility or potential ramifications. The third problem-solving step is forcasting consequences and testing the solutions proposed in the second step. Through this process, the persons involved in solving the problem are able to eliminate unacceptable strategies and to identify potential advantages and drawbacks of the other options. This step results in a narrowing of the number of possible solutions, and culminates in a decision on the solution to employ. Once identified, it is necessary to complete the fourth problem-solving step, action planning. In this step, responsibilities are assigned, alternative plans are made in the event obstacles arise during implementation and guidelines are established for evaluating the outcome of the intervention. After the above steps have been taken, the agree-upon solution is implemented. This is the

Figure 1

A Model of the Problem-Solving Process




Note: From Process Consultation: Its Role in Organization Development by E.H. Schein, 1969, p. 47. Copyright 1969 by Addison-Wesley Publishing Company. Reprinted with permission.

fifth step of the problem-solving model, and if care has been taken in the earlier stages of the process, it should be relatively easily completed. Finally, in the sixth step, the soluction is evaluated. Three options exist at this point: a) the solution is judged successful and is continued, thereby completing the process; b) the solution is seen as fairly successful, but modifications are made to increase its effectiveness; and c) the solution is considered by those involved to be unsuccessful, and the problem-solving process is begun again.

The model presented by Schein (1969) and the steps in the problem-solving process comprised the content of the workshop.

Subjects and Setting

A total of 30 graduate students in special education participated in the workshop. All except two of the students were teachers. The participants were enrolled in a graduate-level course in remedial strategies for teaching handicapped children at Indiana University during the summer semester. The workshop was conducted as a unit of the course.

Procedure

The workshop participants were asked to complete a quiz on strategies for problem-solving before beginning the workshop session. The quiz, constructed by the investigator, required respondents to identify the problem-solving steps; apply guidelines of problem-solving to hypothetical situations involving regular education teachers; and pinpoint obstacles or possible

constraints to using problem-solving strategies. In addition, the students indicated on a 5-point Likert-type scale the extent of their knowledge of problem-solving strategies, the frequency with which they used a planned problem-solving approach, and their estimation of the usefulness of such strategies. It should also be noted that the students were assured that their scores on the quiz would not affect their course grades.

After pretesting, a series of lecture, discussion, simplified role-play, and small-group activities were completed in a 2 1/2 hour session to present the principles and practices of problem-solving. First, the concept of planned problem-solving sequences was introduced; Schein's (1969) model was displayed through overhead projection so that the steps of the process could be explained. As each step was introduced, examples of effective and ineffective problem-solving strategies were applied to problem examples supplied by the students. In addition, after the basic steps had been presented, a problem suggested by a student was used to demonstrate the problem-solving process to the implementation phase. Teachers with regular education experience presented ideas, constraints, and obstacles which might concern regular educators, and special educators indicated their views. After the large-group exercise, the participants divided into small groups, and the problem-solving procedure was repeated with another student-suggested problem. As before, part of the students adopted a regular education perspective and the rest participated as special educators.

The above activities required the entire time available for the workshop. Two days later, at the next meeting for the class, students were asked to complete the same quiz they had completed

before the workshop session. The only difference in the assessment was that the participants rated on a Likert-type scale how frequently they could in the future use the problem-solving strategies instead of rating how frequently they had used such sequences in the past.

Results

Among the problems students indicated during the workshop they encountered in working with regular education teachers were the following:

1. Regular education teacher neglects to inform the resource teacher when there is a change in the daily schedule because of field trips, special programs, etc. As a result, children miss resource sessions and teacher time is wasted.

2. Regular education teacher does not want special education students to participate in field trips, and sends them to the resource room as the class is leaving. Resource teacher perceives this as unfair to the student and an imposition on his/her own time.

3. Resource teacher is regularly asked by the principal to cancel student sessions to substitute for absent teachers or secretaries. He/she feels these are inappropriate requests, but fears retaliation for refusing.

4. Resource teacher perceives the special education program as remedial, and has developed and uses a basic reading and arithmetic curriculum. Regular education teacher perceives the program as tutorial and repeatedly sends unfinished classwork to the resource room with students.

5. In a secondary school, the mathematics department has a policy of not allowing books, workbooks, or tests to leave classrooms. As a result, resource program students receive little supplemental assistance in math, and most are failing in their course. Resource teacher requests a copy of the text; the request is refused.

6. The regular education teacher tells resource program students that if they misbehave or fail to complete thier work, they will not be allowed to go to the resource room. Resource teacher feels this strategy is completely inappropirate.

Many other problem situations were also presented, some concerning devising strategies for students' classroom academic and behavior problems, some involving teacher-teacher interpersonal conflicts, and others concerning appropriate roles and responsibilities for regular and special educators teaching mainstreamed students.

In analyzing the results of the pretest and posttest, it was found that the mean number of problem-solving steps correctly identified before the training session was 2.0. None of the participants listed all of the six steps, and only two students listed five of the steps. On the posttest, the mean number of correctly listed steps was 5.6, with 20 students identifying all six of the problem-solving steps.

When identifying guidelines for brainstorming, 27.6% of the participants responded correctly on the pretest, while 82.8% did

so on the posttest. Only 13.8% of the students identified the most difficult phase of problem-solving (problem formation) on the pretest; 69.0% succeeded on this item during posttesting. Before the workshop, 62.1% of the students identified a strategy for involving a regular class teacher in the problem-solving process. A total of 93.1% described a strategy after the training activities. Finally, 41.4% of the participants correctly identified on the pretest an inappropriate means of intervening for a mainstreamed student through the regular education teacher; on the posttest, 86.2% were successful on the item.

On the Likert-type scale, when the students rated their knowledge of problem-solving strategies (1 = little knowledge; 5 = much knowledge), a mean rating of 2.1 was obtained on the pretest; the mean posttest rating was 3.2. Students' mean rating of problem-solving usefulness (1 = little usefulness; 5 = much usefulness) was 3.9 during pretesting and 4.6 during posttesting. Before the workshop, the mean student rating of the frequency of their use of problem-solving strategies was 1.8 (1 = seldom; 5 = often). After training, they indicated potential frequency of use slightly higher ($\underline{M}$ = 2.1).

## Discussion

The pretest and posttest data and the students' self-ratings of knowledge levels demonstrate that the special education teachers who participated in the workshop on problem-solving strategies increased their knowledge of a planned sequence for problem-solving. The participants also rated the usefulness of

problem-solving higher after the training activities. These results tentatively suggest that it is possible to train teachers in problem-solving strategies. It is recognized, of course, that the procedures employed in the workshop limit the conclusions that may be drawn from the data obtained. No attempt was made to randomly select a sample of participants from local school systems. No control group was established to which to compare the trainees. The assessment instrument, although designed to measure skill attainment specified as workshop objectives, was neither validated nor pilot-tested. The relatively low priority the project placed on the workshop and the constraints imposed by time limitations prevented more attention being given to these methodological issues.

Even within the limitation just described, the workshop evaluation data are promising, especially considering the incidentally recorded reactions of the students. When informed that the topic of the workshop concerned dealing with the problems they encounter working with other teachers, students were eager to provide examples of situations they face and to offer suggestions for resolving problems. Several students commented that more time should be devoted to the topic. In addition, when the entire course was evaluated by students at the end of the summer, several noted that the most effective portion of the class had been the problem-solving unit.

In addition to the preliminary data suggesting that training in the problem-solving component of consultation is feasible, this prototype workshop resulted in additional ideas to be applied to

similar training activities in the future. For example, more rigidly structured role-play activities would be helpful in ensuring adequate representation of various perspectives in a problem-solving situation. The use of modeling of appropriate problem-solving behavior, perhaps through the use of videotape would also facilitate the learning process.

In sum, while this workshop was truly a first effort at training resourse teachers in a set of consulting skills, it demonstrated that such training is possible and is perceived as beneficial by trainees. It suggests that the development of training programs and materials for consultation is an appropriate avenue for future research.